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ABSTRACT

This report addresses the three issues of concern with national surveys expressed in the report "School Library Media Centers in the United States: 1990-91." These issues were: (1) numbers of schools with libraries; (2) levels at which these libraries are staffed; and (3) the role libraries and their staffs play in schools. Data came from various national surveys, including the Library Media Center (LMC) and Library Media Specialist (LMS) Surveys, the Schools and Staffing Survey (SASS), the National Public Education Financial Survey, and the Common Core of Data. The type of school, the respondent, the levels of the survey, and whether the survey was collected as sample or universe were compared. Comparison of the survey definitions to definitions for similar items on other surveys is discussed. This is followed by data comparisons for the items across the surveys. Both school and state aggregate data comparisons are shown. Estimation, imputation, and scope are examined in detail, and intersurvey item agreement and disagreement are highlighted. Areas of overlap among these surveys are reported, and suggestions are made for the improvement of the LMC and LMS surveys. These include examining schools that were out of scope for the LMC because they were out-of-scope for the SASS. Finding ways to reduce the number of nonresponse and insufficient response cases for both the LMC and LMS surveys is discussed. Collecting and tabulating data for school library volunteers should be considered to give a more accurate picture of private school libraries. (Contains 46 tables.) (SLD)

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NATIONAL CENTER FOR EDUCATION STATISTICS

Technical Report September 1998

Evaluation of Definitions and Analysis of Comparative Data for the School Library Statistics Program

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NATIONAL CENTER FOR EDUCATION STATISTICS

Technical Report

September 1998

Evaluation of Definitions and Analysis of Comparative Data for the School Library Statistics Program

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NCES 98-267

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FOREWORD

This report was prepared in the Governments Division of the U.S. Bureau of the Census by Gretchen Dickson. It addresses issues of interest and concern to the National Center for Education Statistics and education policy makers and researchers. An evaluation covering several surveys collecting 1993–94 school library data was conducted. The report contains the results of the analysis of definitions and comparisons of data.

The objective was to determine the accuracy of the data. The items evaluated were: the numbers of schools with library media centers, the levels at which these library media centers are staffed, and the role librarians play in school decision making. This report also contains notes on areas for potential improvement in data collection and processing.

ABBREVIATIONS IN THIS REPORT

The following abbreviations are used throughout this report:

CCD—Common Core of Data—the annual census of basic information about the nation's public elementary and secondary schools. The CCD consists of three nonfiscal surveys, the Public Elementary/Secondary School Universe, the Public Elementary/Secondary Education Agency Universe, and the State Nonfiscal Survey, and one fiscal survey, the National Public Education Financial Survey. The nonfiscal surveys provide counts of staff and students attending public schools. The fiscal survey is described below.

LEA—Local Education Agency—the government agency administratively responsible for providing public elementary and secondary instruction or educational support services.

LMC—Library Media Center Survey—the sample surveys of public, private and Bureau of Indian Affairs schools for library media centers. This survey and the Library Media Specialist/Librarian Survey are the main programs evaluated in this report.

LMS—Library Media Specialist/Librarian Survey—the sample surveys of public, private and Bureau of Indian Affairs schools for library media specialists. This survey and the Library Media Center Survey are the main programs evaluated in this report.

NCES—National Center for Education Statistics—the federal agency responsible for collecting education statistics, including library statistics, on a national scale.

NPEFS—National Public Education Financial Survey—this survey collects school finance data for the 50 state education agencies, the District of Columbia and the outlying areas under U. S. jurisdiction. The survey is part of the CCD.

SASS—Schools and Staffing Survey—the sample surveys of public (school and local education agency level), private and Bureau of Indian Affairs schools for staffing, programs and policies.

TDS—Teacher Demand and Shortage Questionnaire for Public School Districts—the sample Schools and Staffing Survey at the local education agency level for staffing, programs and policies.

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CHAPTER 1. INTRODUCTION

Section 1.0 Objectives

This report addresses the three issues of concern expressed in the report "School Library Media Centers in the United States: 1990–91."[1] The issues were (1) the numbers of schools with libraries, (2) the levels at which these libraries are staffed, and (3) the role libraries and their staff play in schools.

1. Counts and estimates of library media centers were compared between the Library Media Center (LMC) and the Schools and Staffing Survey (SASS) surveys. This comparison was done at the school, state and national levels.

2. For library staff, data comparisons were made at various levels:

   Counts at the individual school level:

   The LMC and LMS[2] surveys –
   State-certified library media specialists
   Professional staff members

   The LMS and SASS surveys –
   Classification of specialists/librarians

   The LMC and SASS surveys –
   Full-time and part-time specialists/librarians
   Full-time and part-time aides

   Estimates at the state and national level:

   The LMC and CCD[3] State Nonfiscal survey –
   Total library staff
   Library media specialists
   Other professional staff

   The LMS and CCD State Nonfiscal survey –
   Specialists/librarians

   The LMC and SASS surveys –
   Full-time and part-time specialists/librarians
   Full-time and part-time aides

   The LMS and SASS surveys –
   Full-time and part-time specialists/librarians

   The LMS and NPEFS[4] surveys –
   Salary estimates

   The LMC and SASS TDS[5] surveys –
   Specialists/librarians

3. The role library media specialists/librarians play in schools was compared. The items compared were the existence of a decision-making body reported on the SASS survey to librarian involvement in decision making reported on the LMS survey. This was compared at the school and national levels. See Section 3.5A for a description of librarian involvement in decision making.

Section 1.1 Principal Findings

The principal findings are presented here without qualifications or recommendations. For technical qualifications of these statements, see Appendix A "Principal Findings with Qualifications." For recommendations, see Section 1.2 "Recommendations."

1. The LMC survey and the SASS both asked if the school had a library. Most schools reported either "yes" on both surveys, or "no" on both surveys.

2. The LMS survey asked for the respondent's: (1) state certification, (2) professional degrees and (3) main assignment (i.e., librarian, teacher or administrator). The LMC survey requested counts of: (1) state-certified specialists and (2) degrees. Data on the librarians' certification, professional status and main assignments were consistent between the LMS and LMC surveys.

3. The SASS survey had instructions for reporting the counts of staff assigned to more than one

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[1] *U.S. Department of Education, National Center for Education Statistics. School Library Media Centers in the United States: 1990–91 (Survey Report).*

[2] *Library Media Specialist Survey*

[3] *Common Core of Data*

[4] *National Public Education Financial Survey*

[5] *Teacher Demand and Shortage Questionnaire for Public School Districts*

function or school. The LMC survey did not have these instructions. Analysis suggested the lack of instructions for reporting employees assigned to more than one function or school was causing over-reporting on the LMC survey.

4. The LMC survey and the CCD state nonfiscal survey both referred to the resources the library uses. There were notable differences in the resources mentioned and the presentation.

5. The LMC survey and the CCD state nonfiscal survey collected counts of total library staff. The LMC survey state estimates were higher than the CCD state nonfiscal survey state counts. There were several possible reasons for this:

   - different units of collection
   - different levels of reporting
   - different staff definitions
   - the small sample size

6. The LMC survey collected counts of state-certified library media specialists. The CCD state nonfiscal survey collected counts of specialists/librarians, state-certified and nonstate-certified. The LMC survey state estimates of state-certified specialists were higher than the CCD state nonfiscal survey state counts of all specialists/librarians. The different units of collection were a factor. There also could be misreporting between the categories on one or both surveys. The LMC survey estimation may be an issue.

7. The LMC survey collected counts of nonstate-certified librarians and other professionals working in the library together in a category called other professionals. Aides and clerks were counted as other paid employees. The CCD state nonfiscal survey had ambiguous definitions. It appeared the intent was to collect some professionals and all library aides and clerks in a category called library and media support staff. A comparison of the LMC survey other professionals plus other paid employees counts to the CCD state nonfiscal survey's library and media support staff count suggested the surveys were collecting these counts in the intended categories.

8. The CCD state nonfiscal survey counted all librarians, while the LMS survey was completed by only the respondent. The CCD state nonfiscal survey counts should be and were higher than the LMS survey counts for the majority of states. For states where the LMS survey estimates exceeded the CCD state nonfiscal survey counts, the condition was due to different units of collection, the ambiguous CCD state nonfiscal survey definitions, or an estimation issue for the LMS survey.

9. The LMS survey collected salaries for respondents only. The NPEFS survey collected all librarian staff salaries in one category. For most states, the NPEFS salary group was larger than the LMS survey respondent salaries. For states where the opposite was true, a possible reason was the inclusion of teaching income in the LMS salaries.

10. The LMC survey collected counts of state-certified specialists, other librarians and other professionals.[6] The TDS collected counts of specialists/librarians. The counts from the LMC survey exceeded the TDS counts by an average of 69 percent. This may be due to the difference in units of collection. It also may indicate either many other professionals were working in the library or an estimation issue for the LMC survey data.

11. The SASS survey asked if the school had a formal decision-making team including administrators and teachers. The LMS survey asked if the respondent feels included in decision making. For schools with a team, more than half of the respondents felt included. For all schools, with or without a decision-making team, 67 percent of the librarians felt included in decision making.

12. The LMS survey was useful for drawing conclusions about the role of respondents in schools. It was not useful for drawing inferences about all library staff or how one state's librarians compare to another state's.

13. For each of the public school LMC, LMS, SASS, TDS and CCD state nonfiscal surveys, the states

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[6] *The American Association of School Librarians position is that librarians must be state certified to be considered librarians. Persons trained as librarians but lacking certification are considered other professionals.*

were ranked by the size of their estimates of libraries and specialists/librarians. The rankings were compared across states. The analysis suggested the level of response (librarian, school, local education agency or state) makes a difference.

Section 1.2 Recommendations

The recommendations are based upon the findings. Suggestions for improving the LMC and the LMS surveys are grouped by topic. There are additional recommendations concerning intersurvey consistency.

Scope[7]

1. Consider examining the 57 LMC cases where the data were blanked and the school made out-of-scope because the school was out-of-scope on the SASS survey. Theoretically, out-of-scope schools on the SASS survey were selected for the LMC survey sample because the schools closed during the time lag between samples. It is possible the schools were incorrectly reported as closed if staff responded to the LMC survey. See especially Appendix D.

2. The number of nonresponse and insufficient response cases could be reduced for the LMC and LMS surveys. The LMC survey cases are 8.2 percent of the public school library sample, 18.2 percent of the private school library sample, and 9.4 percent of the Bureau of Indian Affairs (BIA) school library sample. The LMS survey cases are 8.9 percent of the public school library sample, 9.5 percent of the private school library sample, and 9.0 percent of the BIA school library sample.

   a. A targeted remail to produce more information should be considered. A letter could be sent with the survey to these cases. The letter would state that our records indicate there is a library or librarian at this school, as appropriate. The letter would ask the recipient to direct the form to the librarian to be completed.

      Also, mailing the LMC and LMS surveys in a package to each school for the original and follow-up mail outs may help.

   b. A telephone follow up to determine the scope of schools reporting inconsistencies should be conducted. If a respondent says there is a library or librarian on one survey but not on another, call.

      Through follow up, the analyst would learn how the respondents are interpreting the form or which characteristics of these schools or staff are creating the discrepancies. The analyst could then make form changes. Also, the analyst could ask the respondent to complete another form or obtain the essential missing information[8] over the telephone.

   c. Some consideration should be given to insufficient response cases that reported a library, librarian and other data. Other procedures would keep each of these schools' unique reported data.

3. Collecting and tabulating data for volunteers should be considered. Parent volunteers are instructed not to complete the LMS form. For the 1,609 in-scope private school libraries, there were 953 in-scope librarians. Data from volunteers would present a more accurate picture of the private school library staffing situation.

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[7] *For the LMC survey (LMS survey), in-scopes were schools with libraries (and respondents) and reporting at least certain items. Out-of-scopes were cases where there was no school or no library (or no librarian). If the school did not meet the criteria for out-of-scope or in-scope, then it was a nonrespondent. Nonrespondents included nonresponses and insufficient responses: the school reported a library (librarian), but the remainder of the survey responses were insufficient for inclusion in the tabulated data. Only in-scope schools and out-of-scope schools that reported no library carried weights in the data file.*

For the SASS survey, an in-scope school was in operation and was an elementary or secondary school. Out-of-scope schools were no longer in operation or were not elementary or secondary schools. Nonrespondent schools included nonresponses and insufficient responses. Out-of-scope and nonrespondent schools did not carry weights in the data file.

[8] *Those deemed essential to meet the criteria of "in-scope." See Appendix D.*

Imputation

Consider reviewing the logical imputation procedures for the in-scopes. For the current imputation procedure, the SASS survey usually overwrites the LMC survey which overwrites the LMS survey. Logic using the opposite sequence should be developed and tested to see if it would be an improvement. Also, the specific problems mentioned in this report should be reviewed. See especially "other findings" in Sections 3.0B, 3.0C and 3.1B.

Estimation

Consider reviewing the estimation procedures. Several comparisons of the data to the SASS or CCD surveys indicated possible estimation issues for the LMC and LMS surveys. The pattern of reporting should be reviewed further. See especially "other findings" in Sections 2.0C, 3.1B, 3.4C, 3.5B and 4.0B.

There was a sometimes a lack of relationship between a school's weight and its reported data. Assuming a direct relationship between the size of a school and the size of its library, schools with the highest weights should report the fewest personnel, i.e., the schools with the highest weights should represent the smallest schools. This was not always the case.

As evidenced in this report, there were outliers that should be analyzed further. For example, as shown in Table 2-5, Michigan had an estimated 32.5 public schools without libraries according to the LMC survey but 278.3 according to the SASS survey. Three schools (with weights of 123.8, 61.6 and 39.7) represented 225.1 of those 278.3.

In addition, estimates for states with few schools also were highly variable. For example, three Arizona public schools reported no library on the LMC survey, but six did on the SASS survey. All three of the schools on the LMC survey were among the six reporting no library on the SASS survey. These three schools on the LMC survey weighted to 42.6, while the six on the SASS survey weighted to 25.6.

Definitions

Recommendations for the LMC Survey

1. Use the term *library media specialist/librarian*. The LMS survey currently uses this term, while the LMC uses *library media specialist*.

2. Briefly define *professional* in Item 1b. Indicate if *professional* means possession of a degree. If so, also indicate the minimum level of degree. It also might help to explain if the degree must be in library science.

3. Add instructions for allocating part-time staff with more than one function. The instructions on the SASS survey for handling these staff work well. Similar instructions could be used. An alternative is to change the request for full time, three-quarters time, half-time and quarter-time, to: full time in the library; part time in the library; or part time in the library and part time elsewhere in the school.

4. To relate the LMC, LMS, SASS and TDS survey responses, it is necessary to separate the librarians from the other professionals, and the clerks from the aides. On the LMC survey, the staff categories could be: specialists/librarians, other professionals, aides, and clerks. A separate item would ask how many of the specialists/librarians are state certified.

5. Strengthen the suggestion in the instructions that the survey should be completed by the respondent.

6. Specify whether the television studio staff is included in the library staff counts.[9]

7. Consider collecting data in full-time equivalents to match the CCD and TDS surveys. An alternative is to set criteria for the number or range of hours for full-time and part-time staff. This would make responses match more closely between surveys and improve data comparability.

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[9]*Note that it was clear on the LMC survey that computer personnel were included but not clear if television personnel were included. For the CCD, it was clear that television personnel were included but not clear concerning computer staff. For the SASS survey, it was not clear if either of these staffs was included.*

Recommendations for the LMS Survey

Consider collecting data in full-time equivalents. An alternative is to set criteria for the number or range of hours for full-time and part-time staff.

Forms Design

The LMC survey and LMS survey forms are well designed. The respondent-friendly survey form includes:

- a booklet format
- simple language
- plenty of white space
- good use of fonts
- use of check boxes where possible
- clear flow and path
- minimal instructions
- instructions placed with the items as needed

The surveys might, however, be even better received by respondents with a few minor changes:

1. The cover letter for both surveys could generate more interest by stating what is at stake. A statement could be added relating that "Interest has centered in general on the contribution school libraries ought to make to the current education reform movement and in particular, to their potential contribution to the expanding role of computer- and technology-based education[10]."

2. Rearranging the sections on the LMC survey might enhance response. Basic considerations include: sections should be placed in order of the easier sections followed by the harder sections; more interesting sections should be up front; and the first section should tie in with the cover letter.

   The section on technology is a possible first section because it is probably the most interesting. It also links well to the above suggested cover letter statement. It might, however, cause smaller schools to think the survey did not apply to them.

   The facilities section would make a good first section because it brings up interesting topics like television production areas and computers. It also is general and simple to answer. It links to the topics suggested above for the cover letter. It would make a lead in for the technology section. A brief, preceding table of contents would clarify that several topics are covered by the survey.

3. There is another advantage to placing the LMC survey facilities and technology sections up front: these sections place the respondent in the frame of mind of considering the entire library not just the room where the books are kept. If the section on staffing followed these two sections, the accuracy of responses for staffing might improve.

4. On the LMS survey, a notice about confidentiality should appear in the section about perceptions and attitudes toward work. It is possible for attitudinal questions to have a negative influence on response rates. The effect for this survey has not been studied.

5. Respondents are more likely to respond if there is a perceived reward or if they feel involved in the survey. A check box on the LMC and LMS surveys to request a brief of the survey results would be received positively. The statement "If you have any questions. . . ." could be modified to add "or suggestions. . . ." Bold type for this statement encourages questions and suggestions. Perhaps one of the remarks sections could be modified to request suggestions.

Additional Recommendations

This report evaluated the LMC and the LMS surveys. There is a direct link, however, between these and the other surveys in this evaluation due to their frames. The CCD surveys are the universe, the SASS surveys are samples of the CCD surveys, and the LMC and LMS surveys are samples of the SASS surveys (see Appendix C). Data items from all surveys are part of the National Center for Education Statistics' statistical profile of the nation's school library services. The definitions of data items measuring library services should have intersurvey consistency. The following recommendations are intended to augment this evaluation:

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[10] *U.S. Department of Education, National Center for Education Statistics, School Library Media Centers in the United States: 1990–91 (Survey Report)*

Recommendations for the SASS Survey

1. Modify the instructions as needed to treat volunteers in a manner consistent with the LMC, LMS and other surveys.

2. Specify whether the television studio staff is included in the library staff counts.

3. Specify that the computer laboratory staff is included in the library staff counts.

4. Add a brief definition of a library to the item asking if there is one.

5. Consider collecting data in full-time equivalents. An alternative is to set criteria for the number or range of hours for full-time and part-time staff.

Recommendations for the CCD State Nonfiscal Survey

Revise the CCD nonfiscal state survey library staff definitions to coordinate with the LMC survey and the LMS survey definitions. For the CCD state nonfiscal survey definitions:

1. Clarify the definition of *professional*.

2. Review the references to, and significance of, the resources worked with.

3. Specify that computer resource staff is included in the library staff counts.

4. Specify whether clerks are included in the library staff counts.

5. Modify the references to volunteers for intersurvey consistency as needed.

Recommendations for the NPEFS Survey

If an objective is to determine the reasonableness of the salaries reported on the LMS survey, add a category to the NPEFS for library staff separately. Note whether library staff includes television studio staff and computer laboratory staff.

Section 1.3 Background

This report is part of a series of evaluations on the statistical programs covering library services in the nation. These statistical programs cover public, academic, school and special libraries, including federal libraries and library networks. This report evaluates two school library surveys.

The LMC and the LMS surveys are the main surveys collecting school library data. The questionnaires have three versions: public schools, private schools and Bureau of Indian Affairs (BIA) schools. Public schools are those funded and operated by a local education agency. Private schools are owned privately but may not be operated exclusively in a private home. BIA schools[1] are those operated by or under contract with the BIA.

Description of Surveys

This report compared data collected by several surveys of school libraries. Data from the 1993–94 LMC survey and LMS survey were compared to relevant items collected on the 1993–94 CCD and SASS surveys. These surveys were conducted by the Bureau of the Census and released by the National Center for Education Statistics. The following list describes these surveys:

CCD— the annual census of basic information about the nation's public elementary and secondary schools. The CCD consists of three nonfiscal surveys, the Public Elementary/Secondary School Universe, the Public Elementary/Secondary Education Agency Universe, and the State Nonfiscal Survey. The nonfiscal surveys provide counts of staff and children attending public schools. Only the state nonfiscal survey is discussed in this report.

There also is one fiscal survey, the NPEFS. The NPEFS is described below.

LMC— the sample surveys of public, private and BIA schools for library media centers. This survey and the LMS survey were the main programs evaluated in this report.

LMS— the sample surveys of public, private and BIA schools for library media specialists. This

[1] *While essentially correct, this is a simplification of the criteria for schools selected for the LMC and LMS Indian School Questionnaires.*

survey and the LMC survey were the main programs evaluated in this report.

NPEFS— a component of the CCD. School finance data are collected from the 50 state education agencies, the District of Columbia and the outlying areas under U.S. jurisdiction.

SASS— the sample surveys of public (school and local education agency level), private and BIA schools for staffing, programs and policies.

See the bibliography for sources of these surveys.

Levels of Data Comparison

Data comparisons were done by type of school (public, private or BIA) as appropriate. Comparisons using the CCD state nonfiscal survey and the NPEFS survey applied to public schools at the state level. These surveys are universe counts. The SASS TDS survey covered public schools at the local education agency level. This survey is a sample. The LMC, LMS and SASS surveys were compared for each of the public, private and BIA school data separately at both the school and state level. These surveys are samples.

State estimates for private schools were not shown due to a lack of statistical validity. Estimation was not intended to create state estimates for private schools. There was, however, a face validity found in the similarity between the public and private school state estimates.

The comparison for librarian involvement in decision making was limited to public schools. Only the public school SASS survey inquired about the existence of decision-making bodies.

Summaries of Sampling and Scope

Table 1-1, at the end of this chapter, shows the complete list of surveys. It describes the type of school, the respondent, the levels of summary, and whether the survey is conducted as a sample or a universe. Appendix C summarizes the sampling universe and strata for the public and private LMC, LMS and SASS surveys.

Appendices D and E describe the procedures for the classification of scope for the LMC and LMS survey schools. Tables 1-2, 1-3 and 1-4 show the results of the classification of scope. State estimates were tabulated for schools classified under one particular scope, that is, schools meeting certain criteria. For school-level counts, data for all schools were compared in this report, regardless of scope. Situations where the scope for a school differs between surveys are of interest in this report.

Table 1-5 summarizes intersurvey item agreement and disagreement for the school-level surveys. The data item, surveys compared, school type and percentages for agreement and disagreement are shown.

Viewpoint of the Evaluation

The evaluation was conducted as an operational review, that is, the data were reviewed from the survey manager's perspective. The evaluation asked if the LMC and LMS surveys' data could be reconciled to each other or to data from surveys requesting similar information. Findings from comparisons can be used to improve the surveys at the operational level for the next time.

Comparisons were set up to detect hidden but significant data characteristics. For example, if a school reported two librarians on one survey, did it report the same on another survey? Looking at the data different ways, such as school to school, state to state, or survey to survey, can reveal indications of problems or show consistency of reporting and estimation. Such analysis can anticipate data user questions. Estimation issues were referenced for further analysis by research staff.

Appendix B describes the evaluation methodology. Appendix G shows copies of the survey forms.

Format of this Report

Selected data items from the LMC and LMS survey series were analyzed. Comparison of the survey definitions to definitions for similar items on other surveys is discussed. This is followed by data comparisons for the items across surveys. Both school and state aggregate data comparisons are shown. Estimation, imputation and scope are examined in detail. Intersurvey item agreement and disagreement are highlighted.

Table 1-1. School Library Data Comparison: Survey Respondents and Levels of Response

Survey	Type of School	Level of Response	Levels of Summary	Sample or Universe
Library Media Center Survey - Public School Questionnaire (LMC)	public	school	school, state, national	sample of schools from SASS survey
Library Media Center Survey - Private School Questionnaire (LMC)	private	school	school, national	sample of schools from SASS survey
Library Media Center Survey - Indian School Questionnaire (LMC)	BIA	school	school, state, national	universe
Library Media Specialist/Librarian Survey - Public School Questionnaire (LMS)	public	respondent	school, state, national	sample of schools from SASS survey
Library Media Specialist/Librarian Survey - Private School Questionnaire (LMS)	private	respondent	school, national	sample of schools from SASS survey
Library Media Specialist/Librarian Survey - Indian School Questionnaire (LMS)	BIA	respondent	school, state, national	universe
Common Core of Data - State Nonfiscal Survey (CCD)	public	state education agency	state, national	universe of all states
Common Core of Data - National Public Education Financial Survey (NPEFS)	public	state education agency	state, national	universe of all states
Schools and Staffing Survey - Public School Questionnaire (SASS)	public	school	school, state, national	sample of all schools
Schools and Staffing Survey - Private School Questionnaire (SASS)	private	school	school, national	sample of all schools
Schools and Staffing Survey - Indian School Questionnaire (SASS)	BIA	school	school, state, national	universe
Schools and Staffing Survey - Teacher Demand and Shortage Questionnaire for Public School Districts (TDS)	public	local education agency	LEA, state, national	sample of all LEAs

Abbreviations:
BIA = Bureau of Indian Affairs
LEA = Local Education Agency
SASS = Schools and Staffing Survey

Note:
All surveys are for the 1993–94 school year.

Table 1-2. School Library Data Comparison: Scope for the Library Media Center Surveys

Survey	Scope	Schools			
		By Scope		Total	
		Counts	Estimates	Counts	Estimates
LMC Public	In-scope	4,242	77,573.0	5,026	80,839.6
	Nonrespondent - reported a library	350	0		
	Nonrespondent- no response	63	0		
	Out-of-scope - reported no library	184	3,266.7		
	Out-of-scope - no response	187	0		
LMC Private	In-scope	1,609	19,311.0	2,535	23,428.8
	Nonrespondent - reported a library	360	0		
	Nonrespondent - no response	101	0		
	Out-of-scope - reported no library	262	4,117.8		
	Out-of-scope - no response	203	0		
LMC BIA	In-scope	127	141.4	160	152.4
	Nonrespondent - reported a library	15	0		
	Nonrespondent - no response	0	0		
	Out-of-scope - reported no library	10	11.1		
	Out-of-scope - no response	8	0		

Abbreviations:
BIA = Bureau of Indian Affairs
LMC = Library Media Center Survey

Notes:
For the LMC survey, in-scopes are schools with libraries and reporting at least certain items. Out-of-scopes are cases where there is no school or no library. All reported data for the out-of-scopes were blanked except responses of no to "Does this school have a library media center?" If the school does not meet the criteria for out-of-scope or in-scope, then it is a nonrespondent. Nonrespondent cases are nonresponse and insufficient response cases. For these forms, the school has a library, but the remainder of the survey responses are insufficient for inclusion in the tabulated data. Only in-scope schools and out-of-scope schools that reported no library carried weights in the data file. Weights for nonrespondents are redistributed to the in-scopes.

Table 1-3. School Library Data Comparison: Scope for the Library Media Specialist/Librarian Surveys

Survey	Scope	State-Certified Respondents			
		By Scope		Total	
		Counts	Estimate	Count	Estimate
LMS Public	In-scope	1,945	36,121.5	3,068	36,121.5
	Nonrespondent - responded "yes," a librarian	11	0		
	Nonrespondent - no response	261	0		
	Out-of-scope - responded "yes," a librarian	5	0		
	Out-of-scope - responded "yes," a librarian with a different main assignment	291	0		
	Out-of-scope - no response	555	0		
LMS Private	In-scope	953	8,182.6	2,348	8,182.6
	Nonrespondent - responded "yes," a librarian	5	0		
	Nonrespondent - no response	213	0		
	Out-of-scope - responded "yes," a librarian	0	0		
	Out-of-scope - responded "yes," a librarian with a different main assignment	376	0		
	Out-of-scope - no response	801	0		
LMS BIA	In-scope	82	94.7	144	94.7
	Nonrespondent - responded "yes," a librarian	1	0		
	Nonrespondent - no response	12	0		
	Out-of-scope - responded "yes," a librarian	0	0		
	Out-of-scope - responded "yes," a librarian with a different main assignment	20	0		
	Out-of-scope - no response	29	0		

Abbreviations:
BIA = Bureau of Indian Affairs
LMS = Library Media Specialist/Librarian Survey

Note:
Reference to "librarian with a different main assignment" means the respondent is the librarian but considers another duty to be the main assignment.

For the LMS survey, in-scopes are schools with libraries and librarians and reporting at least certain items. Out-of-scopes are defined as cases where there is no school, no library or no librarian. If the school does not meet the criteria for out-of-scope or in-scope, then it is a nonrespondent. Nonrespondent cases are defined as nonresponse and insufficient response cases. For these forms, the school has a library and librarian, but the remainder of the survey responses are insufficient for inclusion in the tabulated data. Only in-scope schools carried weights in the data file. Weights for nonrespondents are redistributed to the in-scopes.

Table 1-4. School Library Data Comparison: Scope for the Schools and Staffing Surveys

Survey	Scope	Schools			
		By Scope		Total	
		Count	Estimate	Count	Estimate
SASS Public	In-scope	8,767	80,740.1	9,825	80,740.1
	Nonrespondents	765	0		
	Out-of-scope	293	0		
SASS Private	In-scope	2,585	26,093.4	3,353	26,093.4
	Nonrespondents	489	0		
	Out-of-scope	279	0		
SASS BIA	In-scope	152	153.0	160	153.0
	Nonrespondents	7	0		
	Out-of-scope	1	0		

Abbreviations:
BIA = Bureau of Indian Affairs
SASS = Schools and Staffing Survey

Note:

For the SASS survey, an in-scope school is in operation and is an elementary or secondary school. Out-of-scope schools are no longer in operation, or are not elementary or secondary schools. Nonrespondent schools include nonresponse and insufficient response cases. Out-of-scope and nonrespondent schools did not carry weights in the data file. Weights for nonrespondents are redistributed to the in-scopes.

Table 1-5. School Library Data Comparison: Summary of Intersurvey Item Agreement and Disagreement for the School-Level Surveys

Data Item	Surveys Compared	School Type	Comparison between Surveys of Linked Schools' Reporting			
			Percentage Disagreement	Percentage Agreement	Not Comparable	Reference Table
State-Certified Library Media Specialists/ Librarians	LMC survey to LMS survey	public	4.2	79.9	15.9	3-1
		private	9.6	66.5	23.9	3-2
		BIA	8.4	74.7	16.9	3-3
Professional Library Media Specialists/ Librarians	LMC survey to LMS survey	public	5.2	78.8	16.0	3-4
		private	10.2	66.0	23.8	3-5
		BIA	4.2	78.9	16.9	3-6
Library Media Centers	LMC survey to SASS survey	public	0.0	88.5	11.5	2-1
		private	1.1	75.5	23.4	2-2
		BIA	0.0	94.4	5.6	2-3
Full-Time Library Media Specialists/ Librarians	LMS survey to SASS survey	public	8.8	82.3	8.9	3-19
		private	18.4	77.0	4.6	3-19
		BIA	5.3	91.2	3.5	3-19
Part-Time Library Media Specialists/ Librarians	LMS survey to SASS survey	public	25.9	63.3	10.8	3-19
		private	17.4	70.0	12.6	3-19
		BIA	25.0	56.3	18.7	3-19

Abbreviations:
BIA = Bureau of Indian Affairs
LMC = Library Media Center Survey
LMS = Library Media Specialist/Librarian Survey
SASS = Schools and Staffing Survey

Notes:
Linked: Linked schools are those matching by identification number between surveys. The schools are on each survey's mailing list, that is, sample.

Not comparable: Responses were not comparable due to nonresponse on one or both surveys.

CHAPTER 2. LIBRARY MEDIA CENTERS

Section 2.0A LMC and SASS Surveys (Public, Private and BIA): Library Definitions

Definitions and Items

LMC

The LMC survey library media center definition, which appears at the beginning of the survey form was:

> "For this survey, a library media center is defined as an organized collection of printed and/or audiovisual and/or computer resources which [a] is administered as a unit, [b] is located in a designated place or places, and [c] makes resources and services available to students, teachers, and administrators. It is this definition, not the name, that is important; it could be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name."

The LMC survey then asked:

"Does this school have a library media center?"

SASS

There was no definition for a library media center on the SASS surveys. The SASS survey item was:

"Does this school have a library media center or library?"

Discussion

The data for linked[12] schools indicated that the presence or absence of a definition for the library made little or no difference. The data also indicated that the terms "library media center" and "library" were interchangeable from the respondent's viewpoint. In Section 2.0C, however, the data for all schools presented a different picture. Perhaps the linked schools used or were aware of the LMC survey definition when completing the SASS survey.

[12] *Linked schools were those that matched by identification number between surveys. The schools were on both surveys' mailing lists, that is, sample.*

Related Report Sections

See Sections 2.0B and 2.0C.

Section 2.0B LMC and SASS Surveys (Public, Private and BIA): Library Counts

Comparison

The LMC survey was compared to the SASS survey for the counts of library media centers.

Hypothesis

Each school's responses were expected to be the same on both surveys.

> ***Principal Finding***. There was high agreement between the surveys for the reporting of libraries.

Tables

Tables 2-1 through 2-3 compare responses for schools on both the LMC survey and the SASS survey samples (linked schools). The schools could be either in-scope or out-of-scope.

Items

See Section 2.0A.

Results in a Nutshell

For linked schools, there was a high rate of intersurvey agreement. Direct disagreement between the linked schools was nonexistent for the public and BIA schools. There was little disagreement for the private schools. The linked data suggested the presence or absence of a definition for the library made little difference.

The estimates in Section 2.0C, however, suggested the opposite.

Basic Findings

Public School Findings

Table 2-1 contains all of the basic findings.
The following table describes the LMC schools in Table 2-1.

The LMC Survey Public Schools				
Scope	Presence of a Library			
	yes	no	no response	Total
in-scope	4,242	0	0	4,242
nonrespondent[13]	350	0	63	413
out-of-scope	0	184	187	371
Total	4,592	184	250	5,026

The following points can be deduced from Table 2-1. Note that each total relates to the total line above.

- Of the 4,592 LMC schools with a library, 4,293 (93.5 percent) reported a library on the SASS survey, and 299 (6.5 percent) had no response.
- Of the 184 LMC schools with no library, 155 (84.2 percent) reported no library on the SASS survey, and 29 (15.8 percent) had no response.
- Of the 250 LMC schools with no response, 11 (4.4 percent) reported no library on the SASS survey, and 239 (95.6 percent) had no response or were out-of-scope.

Private School Findings

Table 2-2 contains all of the basic findings.
The following table describes the LMC schools in Table 2-2.

The LMC Survey Private Schools				
Scope	Presence of a Library			
	yes	no	no response	Total
in-scope	1,609	0	0	1,609
nonrespondent[13]	360	0	101	461
out-of-scope	0	262	203	465
Total	1,969	262	304	2,535

The following points can be deduced from Table 2-2 Note that each total relates to the total line above.

- Of the 1,969 LMC schools with a library, 1,732 (88.0 percent) reported a library on the SASS survey, 28 (1.4 percent) reported no library, and 209 (10.6 percent) had no response.
- Of the 262 LMC schools with no library, 182 (69.5 percent) reported no library on the SASS survey, and 80 (30.5 percent) had no response.
- Of the 304 LMC schools with no response, one reported a library, (0.3 percent) six (1.9 percent) reported no library on the SASS survey, and 297 (97.7 percent) had no response or were out-of-scope.

BIA School Findings

Table 2-3 contains all of the basic findings.
The following table describes the LMC schools in Table 2-3.

The LMC Survey BIA Schools				
Scope	Presence of a Library			
	yes	no	no response	Total
in-scope	127	0	0	127
nonrespondent[13]	15	0	0	15
Out-of-scope	0	10	8	18
Total	142	10	8	160

The following points can be deduced from Table 2-3 Note that each total relates to the total line above.

- Of the 142 LMC schools with a library, 141 reported a library on the SASS survey, and one had no response.
- Of the 10 LMC schools with no library, all reported no library on the SASS survey.
- Of the eight LMC schools with no response, one reported no library on the SASS survey, and the remaining seven were out-of-scope.

[13] *Includes partial respondents*

Intersurvey Agreement and Disagreement

Intersurvey Agreement

There was a high rate of intersurvey agreement for all schools. There were 4,448 (88.5 percent of all LMC survey public schools) public school cases that clearly agreed in response between surveys. For private schools, there were 1,914 (75.5 percent) cases where the responses on the two surveys clearly agreed. There were 151 (94.4 percent) BIA schools where the responses on the two surveys clearly agreed.

Intersurvey Disagreement

Direct disagreement (i.e., one said "yes," the other "no") between the schools was nonexistent for the public and BIA schools, and almost nonexistent for the private schools. There were 28 (1.1 percent of all private LMC survey schools) private school cases where the LMC survey reported a library, while the SASS survey did not.

Other Findings

Classification of Scope

The processing specifications required that if the SASS survey classified the school as out-of-scope, then the LMC survey was made out-of-scope. There were 57 cases where this occurred. Because the data were blanked for out-of-scopes, the data for these cases were not included in these comparisons.

Imputation

If the SASS survey school had no response to the question inquiring about the presence of a library, the LMC survey was used to impute for that item[14]. This occurred for in-scopes, but not for nonrespondents[15]. Thus, the information that 299 public, 209 private and one BIA nonrespondent LMC survey schools reported a library was not used for imputation to the SASS survey nonrespondents.

Section 2.0C LMC and SASS Surveys (Public and BIA): Library Estimates

Comparison

The LMC survey was compared to the SASS survey for estimates of libraries.

Hypothesis

The estimates between surveys should be equal for the public and BIA schools.

> ***Principal Findings***: There was high agreement between the surveys for reporting the presence of libraries. The reporting between surveys for schools with no library, however, was less consistent.

Tables

Tables 2-4 through 2-7 show the estimates of libraries for the LMC and SASS surveys by state and by type of school.

Items

See Section 2.0.

Results in a Nutshell

The estimates were in high agreement for schools reporting a library.

Some LMC survey state estimates of schools reporting no library were notably lower than the SASS survey estimates. If the estimates alone were examined, the conclusion would be the lack of a library definition on the SASS survey is causing confusion. Findings in Section 2.0B, which examined counts, indicated the opposite.

Basic Findings

The reporting for schools with libraries showed high agreement between the LMC survey and the SASS survey. For the public schools, estimates were close for all states with a national LMC survey/SASS survey ratio of 100 percent. For the BIA schools, the ratio was 100 percent.

[14] *SASS Specification Memorandum 94-32*

[15] *Includes partial respondents.*

For schools reporting no libraries, the LMC survey national estimate was 77 percent of the SASS survey estimate for the public schools and 90 percent for the BIA schools. The state ratios ranged from 0.12 to 2.33 for the public schools and 0.80 to 1.10 for the BIA schools.

Other Findings

Estimation

The variances were notable for the data of public schools reporting no library. Michigan had a LMC survey/SASS survey ratio of 0.12. Michigan had an estimated 32.5 schools without libraries according to the LMC survey but approximately 278.3 according to the SASS survey. Three schools with weights of 123.8, 61.6 and 39.7 represented 225.1 of the 278.3 estimate.

Data for states with small estimates also was highly variable. For example, three Arizona public schools on the LMC survey reported no library, and six on the SASS survey. All three of the schools on the LMC survey were among the six reporting no library media center on the SASS survey. These three schools on the LMC survey weighted to 42.6, while the six on the SASS survey weighted to 25.6.

Table 2-1. Library Media Center Counts for Public Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey for Linked Schools by Scope, 1993-94

LMC Survey Response	SASS Survey Response	Count of LMC Survey Schools	Percent of Total Count
In-scope:	In-scope:		
Yes	Yes	3,948	78.6
Yes	No	0	0.0
In-scope:	Nonrespondent:		
Yes	No response	294	5.8
Nonrespondent:	In-scope:		
Yes	Yes	345	6.8
Yes	No	0	0.0
Nonrespondent:	Nonrespondent:		
Yes	No response	5	0.1
No response	No response	63	1.3
Out-of-scope:	In-scope:		
No	Yes	0	0.0
No	No	155	3.1
No response	No	11	0.2
Out-of-scope:	Nonrespondent:		
No	No response	29	0.6
No response	No response	7	0.1
Out-of-scope:	Out-of-scope:		
No response	No response	169	3.4
Total Schools		5,026	100.0

Abbreviations:
LMC = Library Media Center Survey SASS = Schools and Staffing Survey

Notes:
Linked = Linked schools are those that match by identification number between surveys. The schools are on both surveys' mailing lists, that is, sample.

In-scope = For the LMC survey, the school reported a library and sufficiently completed the form. For the SASS survey, the school is in operation and is an elementary or secondary school.

Nonrespondent = For the LMC survey, the school has a library, but the remainder of the survey responses are insufficient for inclusion in the tabulated data. For the SASS survey, the school meets the in-scope criteria, but the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Out-of-scope = For the LMC survey, there is no school or no library. For the SASS survey, the school is not in operation or is not an elementary or secondary school.

Source: 1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 2-2. Library Media Center Counts for Private Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey for Linked Schools by Scope, 1993-94

LMC Survey Response	SASS Survey Response	Count of LMC Survey Schools	Percent of Total Count
In-scope:	In-scope:		
Yes	Yes	1,392	54.9
Yes	No	27	1.1
In-scope:	Nonrespondent:		
Yes	Yes	1	0.0
Yes	No response	189	7.5
Nonrespondent:	In-scope:		
Yes	Yes	339	13.4
Yes	No	1	0.0
No response	Yes	1	0.0
No response	No	4	0.2
Nonrespondent:	Nonrespondent:		
Yes	No response	20	0.8
No response	No response	96	3.8
Out-of-scope:	In-scope:		
No	Yes	0	0.0
No	No	182	7.2
No response	No	2	0.0
Out-of-scope:	Nonrespondent:		
No	No response	80	3.2
No response	No response	6	0.2
Out-of-scope:	Out-of-scope:		
No response	No response	195	7.7
Total Schools		2,535	100.0

Abbreviations:
LMC = Library Media Center Survey SASS = Schools and Staffing Survey

Notes:
Linked = Linked schools are those that match by identification number between surveys. The schools are on both surveys' mailing lists that is, sample.

In-scope = For the LMC survey, the school reported a library and sufficiently completed the form. For the SASS survey, the school is in operation and is an elementary or secondary school.

Nonrespondent = For the LMC survey, the school has a library, but the remainder of the survey responses are insufficient for inclusion in the tabulated data. For the SASS survey, the school meets the in-scope criteria, but the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Out-of-scope = For the LMC survey, there is no school or no library. For the SASS survey, the school is not in operation or is not an elementary or secondary school.

Source: 1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics).
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics).

Table 2-3. Library Media Center Counts for Bureau of Indian Affairs Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey for Linked Schools by Scope, 1993-94

LMC Survey Response	SASS Survey Response	Count of LMC Survey Schools	Percent of Total Count
In-scope:	In-scope:		
Yes	Yes	126	78.8
Yes	No	0	0.0
In-scope:	Nonrespondent:		
Yes	No response	1	0.1
Nonrespondent:	In-scope:		
Yes	Yes	15	9.4
Yes	No	0	0.0
Out-of-scope:	In-scope:		
No	Yes	0	0.0
No	No	10	6.3
No response	No	1	0.1
Out-of-scope:	Out-of-scope:		
No response	No response	7	4.4
	Total Schools	160	100.0

Abbreviations

LMC = Library Media Center Survey SASS = Schools and Staffing Survey

Notes

Linked = Linked schools are those that match by identification number between surveys. The schools are on both surveys' "frame," that is, sample.

In-scope = For the LMC survey, the school reported a library and sufficiently completed the form. For the SASS survey, the school is in operation and is an elementary or secondary school.

Nonrespondent = For the LMC survey, the school has a library, but the remainder of the survey responses are insufficient for inclusion in the tabulated data. For the SASS survey, the school meets the in-scope criteria, but the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Out-of-scope = For the LMC survey, there is no school or no library. For the SASS survey, the school is not in operation or is not an elementary or secondary school.

Source: 1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics).
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics).

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Table 2-4. Library Media Center Estimates for Public Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	77,573.0	77,216.9	1.00
Alabama	1,273.8	1,240.4	1.03
Alaska	451.5	428.3	1.05
Arizona	1,018.3	1,031.4	0.99
Arkansas	1,060.0	1,084.0	0.98
California	6,938.9	6,871.2	1.01
Colorado	1,294.5	1,303.5	0.99
Connecticut	898.6	912.5	0.98
Delaware	156.2	158.8	0.98
District of Columbia	151.7	152.9	0.99
Florida	2,261.4	2,278.0	0.99
Georgia	1,723.2	1,723.2	1.00
Hawaii	228.8	228.7	1.00
Idaho	560.6	542.9	1.03
Illinois	3,701.7	3,665.8	1.01
Indiana	1,826.1	1,827.8	1.00
Iowa	1,490.1	1,490.3	1.00
Kansas	1,450.2	1,403.7	1.03
Kentucky	1,327.4	1,301.5	1.02
Louisiana	1,362.2	1,370.3	0.99
Maine	647.2	666.0	0.97
Maryland	1,185.3	1,185.3	1.00
Massachusetts	1,509.0	1,476.4	1.02
Michigan	3,122.2	2,880.8	1.08
Minnesota	1,413.8	1,443.0	0.98
Mississippi	888.8	895.8	0.99
Missouri	2,064.5	2,032.8	1.02
Montana	896.1	881.2	1.02
Nebraska	1,274.7	1,277.4	1.00
Nevada	346.9	354.8	0.98
New Hampshire	412.4	407.3	1.01
New Jersey	2,026.5	2,066.8	0.98
New Mexico	646.5	628.4	1.03
New York	3,761.9	3,717.2	1.01
North Carolina	1,892.4	1,885.6	1.00
North Dakota	521.4	531.7	0.98
Ohio	3,535.4	3,548.8	1.00
Oklahoma	1,675.5	1,694.7	0.99
Oregon	1,176.5	1,181.0	1.00
Pennsylvania	2,976.5	2,947.8	1.01
Rhode Island	279.6	277.8	1.01
South Carolina	1,065.4	1,052.4	1.01
South Dakota	651.1	646.5	1.01
Tennessee	1,521.8	1,475.2	1.03
Texas	5,440.1	5,578.6	0.98
Utah	634.7	651.4	0.97
Vermont	318.2	318.2	1.00
Virginia	1,647.1	1,634.1	1.01
Washington	1,746.7	1,705.0	1.02
West Virginia	722.2	769.9	0.94
Wisconsin	2,008.2	1,994.0	1.01
Wyoming	389.4	395.7	0.98

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	1.00
Michigan	1.08
Alaska	1.05
Kansas	1.03
Idaho	1.03
Tennessee	1.03
New Mexico	1.03
Alabama	1.03
Washington	1.02
Massachusetts	1.02
Kentucky	1.02
Montana	1.02
Missouri	1.02
South Carolina	1.01
New York	1.01
California	1.01
Illinois	1.01
Pennsylvania	1.01
Virginia	1.01
Wisconsin	1.01
South Dakota	1.01
Rhode Island	1.01
North Carolina	1.00
Hawaii	1.00
Vermont	1.00
Maryland	1.00
Georgia	1.00
Iowa	1.00
Indiana	1.00
Nebraska	1.00
Ohio	1.00
Oregon	1.00
Louisiana	0.99
Colorado	0.99
Florida	0.99
District of Columbia	0.99
Mississippi	0.99
Oklahoma	0.99
Arizona	0.99
Connecticut	0.98
Wyoming	0.98
Delaware	0.98
North Dakota	0.98
New Jersey	0.98
Minnesota	0.98
Arkansas	0.98
Nevada	0.98
Texas	0.98
Utah	0.97
Maine	0.97
West Virginia	0.94
New Hampshire	0.85

Abbreviations
LMC = Library Media Center SASS = Schools and Staffing Survey

Source
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 2-5. No Library Media Center Estimates for Public Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	2,968.9	3,832.7	0.77
Alabama	0.0	33.3	0.00
Alaska	26.6	48.3	0.55
Arizona	42.6	25.6	1.66
Arkansas	24.0	0.0	0.00
California	364.8	447.7	0.81
Colorado	31.5	25.2	1.25
Connecticut	29.3	51.4	0.57
Delaware	13.1	10.5	1.25
District of Columbia	8.0	6.8	1.17
Florida	28.0	69.6	0.40
Hawaii	5.6	5.7	0.99
Idaho	12.1	29.7	0.41
Illinois	182.6	218.5	0.84
Indiana	42.6	40.9	1.04
Iowa	27.4	27.3	1.00
Kansas	0.0	46.4	0.00
Kentucky	0.0	25.9	0.00
Louisiana	84.0	76.0	1.11
Maine	74.0	55.3	1.34
Massachusetts	169.1	212.4	0.80
Michigan	32.5	278.3	0.12
Minnesota	44.1	49.2	0.89
Mississippi	68.4	61.4	1.11
Missouri	18.0	49.6	0.36
Montana	0.0	16.0	0.00
Nebraska	21.5	18.7	1.15
Nevada	19.1	10.3	1.85
New Hampshire	16.5	37.7	0.44
New Jersey	168.6	128.3	1.31
New Mexico	15.0	34.3	0.44
New York	141.8	186.5	0.76
North Carolina	34.7	41.8	0.83
North Dakota	53.8	43.4	1.24
Ohio	96.8	87.2	1.11
Oklahoma	87.8	68.6	1.28
Oregon	7.5	3.2	2.33
Pennsylvania	152.0	180.7	0.84
Rhode Island	15.4	17.2	0.89
South Carolina	15.6	28.6	0.55
South Dakota	9.5	14.9	0.63
Tennessee	0.0	46.6	0.00
Texas	449.5	311.0	1.45
Utah	21.8	22.8	0.95
Virginia	51.2	64.2	0.80
Washington	60.1	101.3	0.59
West Virginia	176.0	128.3	1.37
Wisconsin	5.4	19.8	0.27
Wyoming	21.4	15.1	1.42

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	0.77
Oregon	2.33
Nevada	1.85
Arizona	1.66
Texas	1.45
Wyoming	1.42
West Virginia	1.37
Maine	1.34
New Jersey	1.31
Oklahoma	1.28
Colorado	1.25
Delaware	1.25
North Dakota	1.24
District of Columbia	1.17
Nebraska	1.15
Mississippi	1.11
Ohio	1.11
Louisiana	1.11
Indiana	1.04
Iowa	1.00
Hawaii	0.99
Utah	0.95
Minnesota	0.89
Rhode Island	0.89
Pennsylvania	0.84
Illinois	0.84
North Carolina	0.83
California	0.81
Virginia	0.80
Massachusetts	0.80
New York	0.76
South Dakota	0.63
Washington	0.59
Connecticut	0.57
Alaska	0.55
South Carolina	0.55
New Mexico	0.44
New Hampshire	0.44
Idaho	0.41
Florida	0.40
Missouri	0.36
Wisconsin	0.27
Michigan	0.12
Kansas	0.00
Arkansas	0.00
Alabama	0.00
Tennessee	0.00
Montana	0.00
Kentucky	0.00

Abbreviations
LMC = Library Media Center SASS = Schools and Staffing Survey

Source
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

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Table 2-6. Library Media Center Estimates for Bureau of Indian Affairs Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	141.4	141.9	1.00
Arizona	44.3	48.1	0.92
California	1.4	1.0	1.36
Florida	1.2	2.0	0.58
Iowa	1.1	1.0	1.12
Kansas	1.0	1.0	0.93
Louisiana	1.1	1.0	1.08
Michigan	1.3	1.0	1.23
Minnesota	3.7	3.1	1.19
Mississippi	1.0	1.0	1.02
Montana	2.1	1.0	2.10
Nevada	1.2	2.0	0.58
New Mexico	38.5	37.1	1.04
North Carolina	2.3	2.0	1.13
North Dakota	10.9	11.0	0.99
Oklahoma	2.1	2.0	1.04
Oregon	1.2	1.0	1.22
South Dakota	19.0	18.4	1.04
Utah	1.2	1.0	1.16
Washington	3.6	4.0	0.90
Wisconsin	2.2	2.0	1.11
Wyoming	1.1	1.0	1.06

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	1.00
Montana	2.10
California	1.37
Michigan	1.23
Oregon	1.22
Minnesota	1.19
Utah	1.16
North Carolina	1.13
Iowa	1.12
Wisconsin	1.11
Louisiana	1.08
Wyoming	1.06
Oklahoma	1.04
New Mexico	1.04
South Dakota	1.04
Mississippi	1.02
North Dakota	0.99
Kansas	0.93
Arizona	0.92
Washington	0.90
Nevada	0.58
Florida	0.58

Abbreviations:
LMC = Library Media Center
SASS = Schools and Staffing Survey

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 2-7. No Library Media Center Estimates for Bureau of Indian Affairs Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)	By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	10.0	11.1	0.90	United States	0.90
Idaho	1.0	1.0	0.98	Minnesota	1.10
Minnesota	1.1	1.0	1.10	Idaho	0.98
New Mexico	2.7	3.0	0.90	Washington	0.98
South Dakota	3.2	4.0	0.80	Wisconsin	0.93
Washington	1.0	1.0	0.98	New Mexico	0.90
Wisconsin	1.0	1.0	0.93	South Dakota	0.80

Abbreviations:
LMC = Library Media Center
SASS = Schools and Staffing Survey

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U. S. Department of Education, National Center for Education Statistics)

Section 2.1 LMC and CCD State Nonfiscal Survey (Public): Library Definitions

Definitions and Items

LMC

The LMC survey library media center definition, which appears at the beginning of the survey form was:

> "For this survey, a library media center is defined as an organized collection of printed and/or audiovisual and/or computer resources which [a] is administered as a unit, [b] is located in a designated place or places, and [c] makes resources and services available to students, teachers, and administrators. It is this definition, not the name, that is important; it could be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name."

The LMC survey then asked:

"Does this school have a library media center?"

CCD

The library definition was implied from these definitions:

"Librarians and Media Specialists - C04

Librarians are those professional staff members and supervisors who are assigned specific duties and school time to professional library service activities, including:

> selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers and other members of the instructional staff; and guiding individuals in their use of library books and material, whether maintained separately or as a part of an instructional materials center."

"Library and Media Support Staff - C05

Library support staff are those staff members who render other professional library services, including selecting, preparing, caring for, and making available to members of the instructional staff the equipment, films, filmstrips, transparencies, tapes, TV programs and similar materials, whether maintained separately or as part of an instructional materials center.

- INCLUDE activities in the audio visual center, TV studio, and related work-study areas, and services provided by audiovisual personnel.

- INCLUDE library aides and those involved in Library/Media support"

Discussion

The LMC survey collected counts of libraries. The CCD state nonfiscal survey did not. Thus, no comparison could be made for counts of libraries. Nonetheless, it was useful to compare the definitions of a library because this affects related responses.

The LMC survey referred to a collection of printed, audiovisual and computer resources. The CCD state nonfiscal survey's definition of librarians and media specialists referred to "books and other printed materials." Audiovisual resources were referenced under the library and media support staff definition. Computer resources were not mentioned.

The descriptions of the locations of resources were the same for the two surveys with the exception of a reference to classroom collections. The LMC survey, in the introductory general instructions, excluded "Classroom collections (materials located in teachers' classrooms and not administered by the library media center)." The CCD state nonfiscal survey indicated library resources could be maintained separately. This could be understood to include classroom collections. It was unlikely, however, that non-library staff whose duties include ordering classroom books would be misconstrued to be classified as librarians or library media specialists.

Related Report Sections

See Sections 3.3A, 3.3B, 4.0A, 4.0B, 4.1A and 4.1B.

Section 2.2 LMS and CCD State Nonfiscal Survey (Public): Library Definitions

Definitions and Items

LMS

The LMS survey used the same definition of libraries as the LMC survey. See Section 2.1.

CCD

See Section 2.1.

Discussion

Counts of libraries were not collected on either the LMS survey or the CCD surveys. No comparison was performed. As discussed in Section 2.1, there were notable differences in references to the types of resources. These differences affected the definitions of library staff.

Related Report Sections

See Sections 3.6A and 3.6B.

CHAPTER 3. LIBRARY MEDIA SPECIALISTS AND LIBRARY AIDES

Library Media Center Surveys Compared to the Library Media Specialist Surveys

Section 3.0A LMC and LMS Surveys (Public, Private and BIA): Librarian State Certification and Professional Definitions

Definitions and Items

LMC

LMC Item 1a = "How many state-certified library media specialists work in this school's library media center?"

LMC Item 1b = "How many professional staff members working in this school's library media center are NOT certified as library media specialists?"

LMS

LMS Item 2 = "How do you classify your MAIN assignment at THIS school (i.e., the activity at which you spend MOST of your time) this school year?"

LMS Item 12 = "Do you have a bachelor's degree?"

LMS Item 13a = "Do you have a master's degree?"

LMS Item 14a = "Do you have any other type of degree?"

LMS Item 14b = list of : Associate degree; Education specialist or professional diploma; or Doctorate or first professional diploma.

LMS Item 17a = "Are you certified as a library media specialist by this state?"

Discussion

The LMC survey collected counts of library media specialists.[16] The LMS survey requested the form be completed by the "school employee who is reponsible for this school's library media center, that is, the library media specialist or librarian." Effectively, there was no difference between the surveys for the definitions of a library media specialist. The presentation, however, differed notably.

For library staff, the LMC survey collected separate counts of state-certified library media specialists[17], other professionals and nonprofessionals. It implied that library media specialists may or may not be state certified in Item 1a. The library media specialist was assumed to be a professional as indicated by Item 1b. All counts must be for paid staff.

The LMS survey did not indicate any criteria for specialists/librarians in Item 2, a request for the respondent's main assignment. In subsequent Items 12, 13a, 14a and 14b, it separated the professionals by asking if the respondent has a degree. Item 17a asked if the respondent was state certified as a library media specialist.[18] Respondents may be paid staff or volunteers.[19]

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[16] *The terms library media specialist and librarian are considered interchangeable according to the National Center for Education Statistics report "School Library Media Centers in the United States 1990-91." For this report, the two terms were considered interchangeable. In the LMS survey, the terms were presented as library media specialist/librarian throughout the report, except for one question that asked if the respondent was state certified as a specialist. The LMC survey used only the term library media specialist and not the term librarian.*

[17] *Specialists certified in a state other than the one in which they work were reported as other professionals. There would be a small number of these. For this report, all specialists were assumed to be certified in the state in which they work.*

[18] *The item asked if the respondent was certified in the state where the respondent worked. For this report, specialists were assumed to be certified by the state in which they work.*

[19] *Parent volunteers were instructed not to continue with the survey after completing the request for the respondent's main assignment.*

The LMC survey implied that a professional may have an associate, bachelor's, master's or doctoral degree. The possession of any of these degrees was considered professional for these comparisons. Note, however, that the American Association of School Librarians and the Association of Educational Communications and Technology consider the master's degree in library and information science and related fields to be the entry-level degree for a professional school librarian.

Looking at the findings in Section 3.0B, the high agreement between survey responses for state certification suggests most respondents realized that "library media specialist" and "librarian" were interchangeable terms. The contradictory responses could be because school non-library staff completed the LMC survey and did not know their librarian also was a library media specialist.

The findings in Section 3.0C showed similar rates of agreement and disagreement for responses concerning professional training. Because the inquiries were presented in different formats, differences in response were due more to the way respondents go about completing the form than a definitional or layout problem. Some disagreement may have been due to the LMC survey respondents not bothering to check library staff personnel files for degrees. Instead, they indicated what they thought was correct. Some disagreement, however, may have occurred because the LMC survey did not define the term "professional," leaving the respondent to make assumptions.

When comparing data for these two surveys, it is important to recognize the different subjects surveyed. The LMS and LMC surveys were both sent to the same sample of schools. The LMC survey collected data for the school's entire library media staff. The LMS survey covered only the library media specialist/librarian at a school.

Related Report Sections

See Sections 3.0B and 3.0C

Section 3.0B LMC and LMS Surveys (Public, Private and BIA): Librarian State Certification Counts

Comparison

The LMC survey was compared to the LMS survey for the number of state-certified library media specialists by type of school.

Hypothesis

The count of state-certified library media specialists for the LMS survey should be equaled or exceeded by the count for the LMC survey. This is because the LMS survey covers only the respondent.

A Reverse Look

Hypothesis

If a school reports one or more state-certified library media specialists on the LMC survey, then there should be a completed LMS survey with a response of "yes" for state certification.

> ***Principal Finding:*** The reporting between the surveys for state certification of library media specialists was fairly consistent.

Tables

Tables 3-1 and 3-2 show the comparison results for schools that were in-scope on both surveys.

Items

See Section 3.0A for LMC Item 1a and LMS Item 17a.

Results in a Nutshell

The results were inconclusive, that is, no definite conclusions could be made about the data. The levels of agreement and disagreement were not high enough to declare clear results. Input from data users would be needed to establish criteria for results.

Basic Findings

Public School Findings

Table 3-1 contains all of the basic findings.
The following table describes the LMS schools in Table 3-1.

The LMS Survey Public Schools				
Scope	Presence of a State-Certified Librarian			
	yes	no	no response[20]	Total
in-scope	1,627	318	0	1,945
nonrespondent	0	0	272	272
Total	1,627	318	272	2,217

The following points can be deduced from Table 3-1. Note that each total relates to the total line above.

- For the 1,627 LMS state-certified librarians, 1,550 (95.3 percent) of their schools reported one or more state-certified librarians on the LMC survey, 18 (1.1 percent) reported no state-certified librarians, and 59 (3.6 percent) had no response.

- For the 318 LMS respondents that were not state certified, 221(69.5 percent) of their schools reported no state-certified librarians on the LMC survey, 75 (23.6 percent) reported at least one, and 22 (6.9 percent) had no response.

- For the 272 LMS forms with no response, 128 (47.1 percent) of these schools reported one or more state-certified librarians on the LMC survey, 19 (7.0 percent) reported no state-certified librarians, and 125 (46.0 percent) had no response.

Out-of-scope schools are not listed on Table 3-1. There were 371 public schools that were out-of-scope on both surveys. There also were 480 public schools that were out-of-scope on the LMS survey but in-scope on the LMC survey. Of these, 262 reported zeros for the number of state-certified specialists on the LMC survey, 123 had no response, and 95 schools reported one or more state-certified specialists.

A Reverse Look

There were 1,753 public schools that reported at least one state-certified library media specialist on the LMC survey. For these, 1,550 (88.4 percent) respondents were state-certified library media specialists per the LMS survey, 75 (4.3 percent) reported that they were not state-certified specialists, and 128 (7.3 percent) had no response. Of the 75 that were not state certified according to the LMS survey, all were librarians or specialists, although not state certified.

Private School Findings

Table 3-2 contains all of the basic findings. The following table describes the LMS schools in Table 3-2.

The LMS Survey Private Schools				
Scope	Presence of a State-Certified Librarian			
	yes	no	no response[20]	Total
in-scope	366	587	0	953
nonrespondent	0	0	218	218
Total	366	587	218	1,171

The following points can be deduced from Table 3-2. Note that each total relates to the total line above.

- Of the 366 LMS state-certified librarians, 342 (93.4 percent) of their schools reported one or more stat-certified librarians on the LMC survey, nine (2.5 percent) reported no state-certified librarians, and 15 (4.1 percent) had no response.

- Of 587 the LMS respondents that were not state-certified, 437 (74.4 percent) of their schools reported no state-certified librarians on the LMC survey, 104 (17.8 percent) reported at least one, and 46 (7.8 percent) had no response.

- Of 218 the LMS forms with no response, 23 (10.6 percent) of these schools reported one or more state-certified librarians on the LMC survey, 71 (32.6 percent) reported no state-certified librarians, and 124 (56.9 percent) had no response.

Out-of-scope schools are not listed on Table 3-2. There were 465 private schools that were out-of-scope on both surveys. There also were 712 private schools that were out-of-scope on the LMS survey but in-scope on the LMC survey. Of these, 416 had zeros for the

[20] *These data were blanked for nonrespondents (nonrespondents and partial respondents).*

number of state-certified specialists, 264 had no response, and 32 schools reported one or more state-certified specialists.

A Reverse Look

There were 469 private schools that reported at least one state-certified library media specialist on the LMC survey. For these, 342 (72.9 percent) respondents were state-certified library media specialists according to their LMS survey responses, 104 (22.2 percent) were not state-certified specialists, and 23 (4.9 percent) had no response. Of the 104 that were not state certified according to the LMS survey, all reported that they were librarians or specialists.

BIA School Findings

Table 3-3 contains all of the basic findings.
The following table describes the LMS schools in Table 3-3.

The LMS Survey BIA Schools				
Scope	Presence of a State-Certified Librarian			
	yes	no	no response[21]	Total
in-scope	61	21	0	82
nonrespondent	0	0	13	13
Total	61	21	13	95

The following points can be deduced from Table 3-3. Note that each total relates to the total line above.

- Of the 61 LMS state-certified librarians, 57 (93.4 percent) of their schools reported one or more state-certified librarians on the LMC survey, one (1.6 percent) reported no state-certified librarians, and three (4.9 percent) had no response.
- Of the 21 LMS respondents that were not state-certified, 14 (66.7 percent) of their schools reported no state-certified librarians on the LMC survey, and seven (33.4 percent) reported at least one.
- Of the 13 LMS forms with no response, five (38.5 percent) of these schools reported one or more state-certified librarians on the LMC survey, four (30.8 percent) reported no state-certified librarians, and four (30.8 percent) had no response.

Out-of-scope schools are not listed on Table 3-3. There were 18 BIA schools that were out-of-scope on both surveys. There also were 31 public schools that were out-of-scope on the LMS survey but in-scope on the LMC survey. Of these, 17 had zeros for the number of state-certified specialists, eight had no response, and six schools reported one or more state-certified specialists.

A Reverse Look

There were 69 BIA school respondents that have at least one state-certified library media specialist on the LMC survey. For these, 57 (82.6 percent) reported state certification on the LMS survey, seven (10.1 percent) were not state certified, and five (7.2 percent) had no response. Of the seven that were not state certified according to the LMS survey, all were librarians or specialists.

Intersurvey Agreement and Disagreement

Intersurvey Agreement

The percentage of survey responses that agreed[22] (considering nonrespondent status on the LMS and LMC surveys to be equivalent to a response of "no") was 87.4 percent for the public schools, 87.1 percent for the private schools, and 83.2 percent for the BIA schools. Discounting the nonrespondents, 79.9 percent of the public schools, 66.5 percent of the private schools, and 74.7 percent of the BIA schools had matching responses.

For the 1,627 public schools with state-certified library media specialists completing the LMS survey, 95.3 percent knew when completing the LMC survey that their librarian was a state-certified library media

[21] *These data were blanked for nonrespondents (nonrespondents and partial respondents).*

[22] *Assuming that if anyone in the library was state certified, then the librarian also would be.*

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specialist. For both private and BIA schools, the ratio was 93.4 percent each.

Intersurvey Disagreement

The percentage of survey responses that clearly contradicted each other ("yes" versus "no") was 4.2 percent for the public schools, 9.6 percent for the private schools, and 8.4 percent for the BIA schools.

For the 318 public, 587 private and 21 BIA in-scope schools without a state-certified library media specialist completing the LMS form, 75 (23.6 percent of the 318) of the public, 104 (17.7 percent of the 587) of the private, and seven (33.3 percent of the 21) of the BIA LMC survey respondents thought the librarian was a state-certified library media specialist when they are not. For 75 of these 318 public, 104 of these 587 private, and seven of these 21 BIA school cases, the person completing the LMS survey verified status as a library media specialist or a librarian, but not state certification.

Other Findings

Nonrespondents

The number of cases where the LMC survey indicated at least one state-certified library media specialist, but the LMS survey was a nonrespondent, was notable: 5.8 percent for the 2,217 public schools, 2.0 percent for the 1,171 private schools, and 5.3 percent for the 95 BIA schools. The number of cases where the LMS survey respondent indicated state certification, but the LMC survey was a nonrespondent, was 2.7 percent for the public schools, 1.3 percent for the private schools, and 3.2 percent for the BIA schools.

Classification of Scope

According to the processing specifications, if the LMC survey school was out-of-scope, the related LMS survey record also was classified as out-of-scope. There should not be and were no cases where the LMC survey school was out-of-scope and the LMS survey school was in-scope.

There were, however, schools that were in-scope and reported state-certified specialists on the LMC survey but were out-of-scope on the LMS survey. This situation was not dealt with in the edits. A legitimate cause for this situation was a certified specialist considers another duty to be the main assignment.

Imputation

Responses concerning state certification were imputed[23] from the LMS survey to in-scope records on the LMC survey if the SASS survey met certain criteria. The criteria for the SASS survey were that the count for both part-time and full-time specialists/librarians must be greater than or equal to zero, and there must be exactly one part-time or full-time librarian reported[24] (prior imputation theoretically replaces nonresponses for these SASS survey items with data or zeros).

If the SASS criteria were met, imputation from the LMS survey replaced nonresponses on the LMC survey total count for state-certified specialists/librarians. For a "yes" LMS response, imputation replaced a nonresponse for the LMC survey with a one (1). For a "no" LMS response, imputation replaced a nonresponse for the LMC survey with zero (0). This left any reported data intact.

There were cases where imputation did not occur because the schools' SASS survey responses did not meet the criteria for imputation:

There were 59 nonrespondent cases where the public school LMS survey respondent reported possession of state certification, but the LMC survey count was zero. There is no procedure for handling this situation (only in-scopes are imputed).[25]

There were 18 in-scope cases where the public school LMS survey respondent reported possession of state certification, but the LMC survey count was zero.

For four of the 18, the SASS survey reported more than one librarian. According to the specification, imputation occurred only if the SASS survey

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[23] *Item 1a Part 4 in the Library Survey Memorandum 94-7.*

[24] *That is, there must be either one full-time and no part-time specialists/librarians, or no full-time and one part-time specialist/librarian.*

[25] *The weights for nonrespondents were redistributed to the in-scopes. The data were blanked.*

reports exactly one librarian, full or part time. Thus, while the SASS survey had more than one librarian and the LMS survey had a librarian reporting state certification, the LMC survey had zero for the number of state-certified specialists.

For nine of the 18 in-scope schools, either the SASS survey part-time specialist/librarian count was a one and the full-time count was a zero, or the other way around. This met the specification criteria for the SASS survey for imputation. The LMS survey state certification "yes" response, however, was imputed to the LMC survey state-certified specialist count only if the LMC survey had a nonresponse. Imputation did not occur if the count of state-certified specialists was zero as was the case for these nine schools.

For five of the 18 in-scope cases, both the SASS survey part-time and full-time specialist/librarian counts were zero. This situation did not meet the criteria for imputation. The assumption appears to be that if the SASS survey did not report a librarian, then there was no librarian. A librarian did, however, report on the LMS survey.

It seems reasonable that the "yes" response on the LMS survey should be imputed to the LMC survey. The LMS survey was completed by individuals reporting about their selves. The LMC survey could be completed by a librarian or another school staff member. If the LMS survey respondent reported state certification, this was probably more reliable than the LMC survey response.

Section 3.0C LMC and LMS Surveys (Public, Private and BIA): Librarian Professional Counts

Comparison

The in-scope LMC survey cases were compared to the in-scope LMS survey cases for the number of professionals by each type of school.

Hypothesis

The count of professionals[26] working in the library for the LMS survey should be equaled or exceeded by the count for the LMC survey. This was because the LMS survey covers only the respondent.

A Reverse Look

Hypothesis

If there was one or more professionals reported on the LMC survey for a school, then there should be a completed LMS survey with an affirmative response for degrees.

Principal Finding: The reporting for professionals was fairly consistent between the surveys.

Tables

Tables 3-4 through 3-6 show the data comparison results.

Items

See Section 3.0A for LMS Items 12, 13a, 14a and 14b, and LMC Items 1a and 1b.

Results in a Nutshell

The results were inconclusive. The levels of agreement and disagreement were not high enough to declare clear results. Input from data users would be needed to establish criteria for results.

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[26] *The LMC survey implied that a professional may have an associate, bachelor's, master's or doctoral degree. The possession of any of these degrees will be considered professional for these comparisons. Note, however, that the American Association of School Librarians and the Association of Educational Communications and Technology consider the master's degree in library and information science and related fields to be the entry-level degree for a professional school librarian.*

Basic Findings

Public School Findings

Table 3-4 contains all of the basic findings. The following table describes the LMS schools in Table 3-4.

The LMS Survey Public Schools				
Scope	Presence of a Professional Librarian			
	yes	no	no response[27]	Total
in-scope	1,803	142	0	1,945
nonrespondent	0	0	272	272
Total	1,803	142	272	2,217

The following points can be deduced from Table 3-4. Note that each total relates to the total line above.

- Of the 1,803 respondents with a degree, 1,714 (95.1 percent) of their schools reported one or more persons in the library with a degree on the LMC survey, 19 (1.1 percent) reported no degrees, and 70 (3.9 percent) had no response.

- Of the 142 LMS respondents reporting no degree, 34 (23.9 percent) of their schools reported no degrees for the library on the LMC survey, 97 (68.3 percent) reported at least one, and 11 (7.7 percent) had no response.

- Of the 272 LMS forms with no response, 135 (49.6 percent) of these schools reported one or more degrees for the library on the LMC survey, 12 (4.4 percent) reported no degrees, and 125 (46.0 percent) had no response.

Out-of-scope schools are not listed on Table 3-4. There were 371 public schools that were out-of-scope on both surveys. There also were 480 public schools that were out-of-scope on the LMS survey but in-scope on the LMC survey. Of these, 149 had zeros for the number of professionals, 123 had no response, and 208 schools reported one or more professionals.

A Reverse Look

For the 1,946 (87.8 percent) public schools that reported at least one degree on the LMC survey, 1,714 (88.1 percent of the 1,946) LMS respondents reported a degree, 97 (5.0 percent) reported no professional training, and 135 (6.9 percent) had no response.

Private School Findings

Table 3-5 contains all of the basic findings. The following table describes the LMS schools in Table 3-5.

The LMS Survey Private Schools				
Scope	Presence of a Professional Librarian			
	yes	no	no response[27]	Total
in-scope	813	140	0	953
nonrespondent	0	0	218	218
Total	813	140	218	1,171

The following points can be deduced from Table 3-5. Note that each total relates to the total line above.

- Of the 813 respondents with a degree, 752 (69.4 percent) of their schools reported one or more persons in the library with a degree on the LMC survey, 19 (2.3 percent) reported no degrees, and 42 (5.2 percent) had no response.

- Of the 140 LMS respondents reporting no degree, 21 (15.0 percent) of their schools reported no degrees for the library on the LMC survey, 100 (71.4 percent) reported at least one, and 19 (13.6 percent) had no response.

- Of the 218 LMS forms with no response, 67 (30.7 percent) of these schools reported one or more degrees for the library on the LMC survey, 27 (12.4 percent) reported no degrees, and 124 (56.9 percent) had no response.

Out-of-scope schools are not listed on Table 3-5. There were 465 private schools that were out-of-scope on both surveys. There also were 712 private schools that were out-of-scope on the LMS survey but in-scope on the LMC survey. Of these, 232 had zeros for the

[27] *These data were blanked for nonrespondents.*

number of professionals, 264 were nonrespondents, and 216 schools reported one or more professionals.

A Reverse Look

For the 919 (78.5 percent) private schools that reported at least one professional on the LMC survey, 752 (81.8 percent of the 919) LMS respondents reported a degree, 100 (10.9 percent) reported no degree, and 67 (7.3 percent) had no response.

BIA School Findings

Table 3-6 contains all of the basic findings.
The following table describes the LMS schools in Table 3-6.

The LMS Survey BIA Schools				
Scope	Presence of a Professional Librarian			
	yes	no	no response[28]	Total
in-scope	77	5	0	82
nonrespondent	0	0	13	13
Total	77	5	13	95

The following points can be deduced from Table 3-6. Note that each total relates to the total line above.

- Of the 77 respondents with a degree, 73 (94.8 percent) of their schools reported one or more persons in the library with a degree on the LMC survey, one (1.3 percent) reported no degrees, and three (3.9 percent) had no response.
- Of the five LMS respondents reporting no degree, two (40.0 percent) of their schools reported no degrees for the library on the LMC survey, and three (60.0 percent) reported at least one.
- Of the 13 LMS forms with no response, seven (53.8 percent) of these schools reported one or more degrees for the library on the LMC survey, two (15.4 percent) reported no degrees, and four (30.8 percent) had no response.

[28] *These data were blanked for nonrespondents.*

Out-of-scope schools are not listed on Table 3-6. There were 18 BIA schools that were out-of-scope on both surveys. There also were 31 BIA schools that were out-of-scope on the LMS survey but in-scope on the LMC survey. Of these, 10 had zeros for the number of professionals, eight were nonrespondents, and 13 schools reported one or more professionals.

A Reverse Look

For the 83 (87.4 percent) BIA schools reporting at least one degree on the LMC survey, 73 (88.0 percent of the 83) LMS respondents reported a degree, three (3.6 percent) reported no degree, and seven (8.4 percent) had no response.

Intersurvey Agreement and Disagreement

Intersurvey Agreement

Considering a nonrespondent status on the LMS and LMC surveys to be equivalent to a response of "no," the percentage of survey responses that agreed was 85.5 percent for the public schools, 80.5 percent for the private schools, and 85.3 percent for the BIA schools. Discounting the nonrespondents, however, 78.8 percent of the public schools, 66.0 percent of the private schools, and 78.9 percent of the BIA schools had matching responses.

For public schools with professionals heading the library according to the LMS survey, 95.1 percent of the LMC survey respondents reported the librarian was a professional. For private and BIA schools, the ratio was 92.5 and 94.8 percent, respectively.

Intersurvey Disagreement

The percentage of survey responses that clearly contradicted each other ("yes" versus "no") was 5.3 percent for the public schools, 10.2 percent for the private schools, and 4.2 percent for the BIA schools.

There were 142 public, 140 private and five BIA in-scope schools without a professional ("no" for degrees) completing the LMS form. Of these, 97 (68.3 percent of the 142) of the public, 100 (71.4 percent of the 140) of the private, and three (60.0 percent of the five) of the BIA LMC survey respondents thought the librarian was a professional when this was not the case.

For the 19 public schools, 19 private schools and one BIA school where the LMS survey respondent had a degree while the LMC survey reported no professionals, an additional comparison was performed. The data were examined to see if the LMS survey respondent in these cases was an aide with a degree. There were no such cases.

For the 97 public, 100 private and three BIA schools where the LMS respondent did not have a degree but the LMC survey reported at least one professional, an additional data comparison was done. The data were reviewed for the possibility that an aide without a degree and heading the library was reported on the LMC survey as a professional. There were 35 public, four private and three BIA cases where the LMS survey respondent was an aide without a degree. If the LMS survey was completed by the respondent, then these schools reported staff members without degrees as professionals on the LMC survey.

Other Findings

Nonrespondents

The number of cases where the LMC survey indicated at least one professional, but the LMS survey was a nonrespondent, was notable: 6.1 percent for the 2,217 public schools, 5.7 percent for the 1,171 private schools, and 7.4 percent for the 95 BIA schools. The percentage of cases where the LMS survey respondent had a degree but the LMC survey was a nonrespondent was 3.2 for the public schools, 3.6 for the private schools, and 3.2 for the BIA schools.

Imputation

An imputation[29] procedure attempted to replace nonresponses for the LMC survey counts of librarians and other professionals. It first tried to impute a "yes" or "no" response from the LMS survey item, "Are you certified as a library media specialist by this state?," to the LMC survey counts of librarians and other professionals. A "yes" response was imputed as a count of one for librarians. A "no" response was imputed as a count of one for other professionals.

If the LMS survey item was blank, the imputation procedure looked within the LMC survey. The count of the LMC survey reported degrees was imputed for the LMC survey counts of other professionals.

Then, the imputation returned to the LMS survey to try to replace nonresponses for the LMC survey item asking about degrees. The LMS survey reported degrees were used to impute for nonresponse to the LMC survey item for degrees.

It was possible for the LMS survey respondent to report a degree, but the LMC survey to report no professionals. This situation occurred because the imputation logic sequence was:

1. LMC degrees to LMC other professionals.
2. LMS degrees to LMC degrees.

when it should be

1. LMS degrees to LMC degrees.
2. LMC degrees to LMC other professionals.

The current imputation procedure allowed that a report of no degrees for the LMC survey resulted in a nonresponse replaced by a zero for other professionals. A degree from the LMS survey then imputed to the LMC survey did not affect the count of professionals. By imputing the degrees from the LMS survey to the LMC survey first, any LMS survey degree then accounted for on the LMC survey would impute to the LMC survey "other professionals" count.

[29] *Library Survey Memorandum 94-7*

Table 3-1. State-Certified Library Media Specialists Counts for Public Schools: The Library Media Center Survey Compared to the Library Media Specialist Survey for In-Scope Linked Schools, 1993-94

LMC Survey: Response to Number of State-Certified Specialists	LMS Survey: "Are you certified as a library media specialist by this state?"	Count of LMS Survey Respondents	Percent of Total Responses
At least one	Yes	1,550	69.9
None	Yes	18	0.8
Nonrespondent	Yes	59	2.7
At least one	Nonrespondent	128	5.8
None	Nonrespondent	19	0.9
Nonrespondent	Nonrespondent	125	5.6
At least one	No	75	3.4
None	No	221	10.0
Nonrespondent	No	22	1.0
Total Schools		2,217	100.0

Abbreviations:
LMC = Library Media Center Survey
LMS = Library Media Specialist/Librarian Survey

Notes:
In-scope = The school reported a library (LMC survey) or librarian (LMS survey) and sufficiently completed the survey. Responses and counts are from in-scope schools.

Nonrespondent = Either a nonresponse or insufficient response: the school has a library (LMC survey) or librarian (LMS survey) but the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Linked = Linked schools are those matching by identification number between surveys. The schools are on both surveys' mailing lists, that is, sample.

Source: 1993–94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)

1993–94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-2. State-Certified Library Media Specialists Counts for Private Schools: The Library Media Center Survey Compared to the Library Media Specialist Survey for In-Scope Linked Schools, 1993-94

LMC Survey: Response to Number of State-Certified Specialists	LMS Survey: "Are you certified as a library media specialist by this state?"	Count of LMS Survey Respondents	Percent of Total Responses
At least one	Yes	342	29.2
None	Yes	9	0.8
Nonrespondent	Yes	15	1.3
At least one	Nonrespondent	23	2.0
None	Nonrespondent	71	6.1
Nonrespondent	Nonrespondent	124	10.6
At least one	No	104	8.9
None	No	437	37.3
Nonrespondent	No	46	3.9
Total Schools		1,171	100.0

Abbreviations:
LMC = Library Media Center Survey
LMS = Library Media Specialist/Librarian Survey

Notes:
In-scope = The school reported a library (LMC survey) or librarian (LMS survey) and sufficiently completed the survey. Responses and counts are from in-scope schools.

Nonrespondent = Either a nonresponse or insufficient response: the school has a library (LMC survey) or librarian (LMS survey) but the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Linked = Linked schools are those matching by identification number between surveys. The schools are on both surveys' mailing lists, that is, sample.

Source: 1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)

1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-3. State-Certified Library Media Specialists Counts for Bureau of Indian Affairs Schools: The Library Media Center Survey Compared to the Library Media Specialist Survey for In-Scope Linked Schools, 1993-94

LMC Survey: Response to Number of State-Certified Specialists	LMS Survey: "Are you certified as a library media specialist by this state?"	Count of LMS Survey Respondents	Percent of Total Responses
At least one	Yes	57	60.0
None	Yes	1	1.1
Nonrespondent	Yes	3	3.2
At least one	Nonrespondent	5	5.3
None	Nonrespondent	4	4.2
Nonrespondent	Nonrespondent	4	4.2
At least one	No	7	7.4
None	No	14	14.7
Nonrespondent	No	0	0.0
Total Schools		95	100.0

Abbreviations:
LMC = Library Media Center Survey
LMS = Library Media Specialist/Librarian Survey

Notes:
In-scope = The school reported a library (LMC survey) or librarian (LMS survey) and sufficiently completed the survey. Responses and counts are from in-scope schools.

Nonrespondent = Either a nonresponse or insufficient response: the school has a library (LMC survey) or librarian (LMS survey) but the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Linked = Linked schools are those matching by identification number between surveys. The schools are on both surveys' mailing lists, that is, sample

Source: 1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)

1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)

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Table 3-4. Professional Staff Counts for Public Schools: The Library Media Center Survey Compared to the Library Media Specialist Survey for In-Scope Linked Schools, 1993-94

LMC Survey: Response to Number of Professionals	LMS Survey: Respondent has a degree	Count of LMS Survey Respondents	Percent of Total Responses
At least one	Yes	1,714	77.3
None	Yes	19	0.9
Nonrespondent	Yes	70	3.2
At least one	Nonrespondent	135	6.1
None	Nonrespondent	12	0.5
Nonrespondent	Nonrespondent	125	5.6
At least one	No	97	4.4
None	No	34	1.5
Nonrespondent	No	11	0.5
Total Schools		2,217	100.0

Abbreviations:
LMC = Library Media Center Survey
LMS = Library Media Specialist/Librarian Survey

Notes:
In-scope = The school reported a library (LMC survey) or librarian (LMS survey) and sufficiently completed the survey. The school reported a library (LMC survey) or librarian (LMS survey) and sufficiently completed the survey. Responses and counts are from in-scope schools.

Nonrespondent = Either a nonresponse or insufficient response: the school has a library (LMC survey) or librarian (LMS survey) but the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Linked = Linked schools are those matching by identification number between surveys. The schools are on both surveys' mailing lists, that is, sample.

Source: 1993–94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)

1993–94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-5. Professional Staff Counts for Private Schools: The Library Media Center Survey Compared to the Library Media Specialist Survey for In-Scope Linked Schools, 1993-94

LMC Survey: Response to Number of Professionals	LMS Survey: Respondent has a degree	Count of LMS Survey Respondents	Percent of Total Responses
At least one	Yes	752	64.2
None	Yes	19	1.6
Nonrespondent	Yes	42	3.6
At least one	Nonrespondent	67	5.7
None	Nonrespondent	27	2.3
Nonrespondent	Nonrespondent	124	10.6
At least one	No	100	8.5
None	No	21	1.8
Nonrespondent	No	19	1.6
Total Schools		1,171	100.0

Abbreviations:
LMC = Library Media Center Survey
LMS = Library Media Specialist/Librarian Survey

Notes:
In-scope = The school reported a library (LMC survey) or librarian (LMS survey) and sufficiently completed the survey. The school reported a library (LMC survey) or librarian (LMS survey) and sufficiently completed the survey. Responses and counts are from in-scope schools.

Nonrespondent = Either a nonresponse or insufficient response: the school has a library (LMC survey) or librarian (LMS survey) but the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Linked = Linked schools are those matching by identification number between surveys. The schools are on both surveys' mailing lists, that is, sample.

Source: 1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)

1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-6. Professional Staff Counts for Bureau of Indian Affairs Schools: The Library Media Center Survey Compared to the Library Media Specialist Survey for In-Scope Linked Schools, 1993-94

LMC Survey: Response to Number of Professionals	LMS Survey: Respondent has a degree	Count of LMS Survey Respondents	Percent of Total Responses
At least one	Yes	73	76.8
None	Yes	1	1.1
Nonrespondent	Yes	3	3.2
At least one	Nonrespondent	7	7.4
None	Nonrespondent	2	2.1
Nonrespondent	Nonrespondent	4	4.2
At least one	No	3	3.2
None	No	2	2.1
Nonrespondent	No	0	0.0
Total Schools		95	100.0

Abbreviations:
LMC = Library Media Center Survey
LMS = Library Media Specialist/Librarian Survey

Notes:
In-scope = The school reported a library (LMC survey) or librarian (LMS survey) and sufficiently completed the survey. The school reported a library (LMC survey) or librarian (LMS survey) and sufficiently completed the survey. Responses and counts are from in-scope schools.

Nonrespondent = Either a nonresponse or insufficient response: the school has a library (LMC survey) or librarian (LMS survey) but the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Linked = Linked schools are those matching by identification number between surveys. The schools are on both surveys' mailing lists, that is, sample.

Source: 1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)

1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)

Library Media Center Surveys Compared to Other Surveys

Section 3.1A LMC and SASS Surveys (Public, Private and BIA): Librarian and Aide Full-Time and Part-Time Definitions

Definitions and Items

LMC

LMC Item 1a = "How many state-certified library media specialists work in this school's library media center?" Separate counts are collected for part-time and full-time staff."

LMC Item 1b = "How many professional staff members working in this school's library media center are NOT certified as library media specialists?" Separate counts are collected for part-time and full-time staff."

LMC Item 1c = "How many other PAID employees work in this school's library media center? Include paid clerical staff, library aides, etc."

SASS

SASS Item 16e = "Part-time positions - Library media specialists/librarians"

SASS Item 17e = "Full-time positions - Library media specialists/librarians"

SASS Item 16h = "Part-time positions - Library media center aides"

SASS Item 17h = "Full-time positions - Library media center aides"

"INCLUDE AS PART-TIME:

- Employees who work part-time.
- Employees you share with other schools. For the public school survey only: '...within or outside of the school district.'
- Employees who perform more than one function at this school; for example, a teaching principal would be counted once as a part-time teacher and again as a part-time principal."

Discussion

Differences in counts were expected to due to the handling of volunteers and certain part-time employees. The SASS survey did not mention volunteers or specify that staff positions must be paid. The SASS survey included specific instructions for handling certain part-time employment situations the LMC survey did not address.

The LMC survey dids not have reporting instructions for the situations described by the second and third points of the SASS part-time instructions. It was not clear if hours were based on position or actual work assignment. For example, it was not clear if a full-time library media specialist who worked part time elsewhere in the school or at another school would be reported as full time or part time. For the public school LMC survey, it was not explained if an employee based at another school but working part time in the library at the surveyed school should be reported.

The findings showed that more part-time librarians and aides were reported on the LMC survey than the SASS survey. The SASS survey presented specific instructions for handling part-time librarians and aides. It explained how to report employees assigned to more than one school or function. The LMC survey did not. Perhaps the LMC survey respondents were over-reporting the part-time staff due to a lack of instructions.

Fewer full-time aides were reported on the LMC survey than the SASS survey for all types of schools. There were specific instructions on the SASS survey on how to report employees who were assigned to more than one school or function. The LMC survey did not have instructions for these situations; these aides may be omitted from the LMC survey counts.

The low number of part-time aides for private schools on the LMC survey compared to the SASS survey was partly due to the handling of volunteers. The SASS survey did not mention volunteers or specify that staff

positions must be paid. The LMC survey specifically stated that employees must be paid and to exclude volunteers. Private schools often have volunteers working in the libraries. Table 3-20, discussed in Section 3.4B, show that 5.7 percent of the part-time librarians reported on the SASS survey were volunteers for schools linked to the LMS survey.

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Note the LMC survey/SASS survey estimates for specialists/librarians were in high agreement, while the LMC survey/CCD survey comparisons in Section 3.3B differed. The SASS terminology, with no definition, provides more consistent results with the LMC survey than the CCD state nonfiscal survey definition.

Related Report Sections

See Sections 3.1B and 3.1C.

Section 3.1B LMC and SASS Survey (Public, Private and BIA): Librarian and Aide Full-Time and Part-Time Counts

Comparison

The LMC survey was compared to the SASS survey for total counts of library personnel by school.

Hypothesis

The lack of instructions for reporting counts of staff assigned to more than one function or school will cause the LMC survey counts to be higher than the SASS survey counts.

Principal Findings: The surveys differed on counts of total staff.

Tables

Tables 3-7 through 3-8 show data comparisons for in-scope schools in both the LMC survey and the SASS survey samples (in-scope linked schools).

Items

See Section 3.1A.

Results in a Nutshell

The LMC survey counts of librarians and other professionals were higher than the SASS survey counts as hypothesized. The comparison for the library aides generated mixed results. Note the same results were found for the same comparison of weighted data in Section 3.1C.

Intersurvey Agreement and Disagreement

Intersurvey Agreement

The ratios of the LMC survey counts to the SASS survey counts looked reasonable. The LMC survey counts for the full-time and part-time specialists/librarians were higher than the SASS survey counts as expected. The LMC survey counts for the part-time library aides were the same as or higher than the SASS survey counts.

The ratios were mostly consistent across types of schools. For example, the full-time library media specialist/librarian ratios ranged from 102 percent to 111 percent: 102 percent for BIA schools, 105 percent for private schools, and 111 percent for public schools.

Intersurvey Disagreement

The only surprise in the ratios involved library aides. The full-time library aides counts for all types of schools and the part-time library aides for private schools were notably lower on the LMC survey than those for the SASS survey. This was the opposite of expectations.

Other Findings

Imputation

The imputation[30] for the SASS survey public school full-time librarians was examined. (The imputation for the part-time librarians and the full-time and part-time aides was similar.) The imputation replaced a nonresponse. The imputation for full-time librarians had five steps.

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[30] *SASS Specifications Memorandum 94-32*

1. If the school's local education agency reported no full-time librarians on the TDS survey, then a nonresponse was changed to zero.

2. If step 1 did not apply and if the school's LMS survey indicated there was no librarian, then a zero was imputed.

3. If neither step 1 or step 2 applied, the reported number of full-time librarians from the LMC survey was imputed.

4 and 5. Steps 4 and 5 used information from other items on the SASS survey for imputation if none of steps 1, 2 or 3 applied.

The TDS local education agency data had precedence over the LMS and LMC survey data for imputation. The data were examined for cases where the local education agency reported no librarians, but the LMC survey or the SASS survey reported one or more. There were 491 such cases. This casts doubt on the validity of this order of precedence. This may help explain why the LMC survey public school counts were higher than the SASS survey counts.

It also was curious that a report of one librarian on the LMS survey was not allowed to impute for Step 2. In Step 3, a report of more than one librarian on the LMC survey could impute over the one, while a "no" response or zero on the LMC survey would not be allowed to impute over.

Section 3.1C LMC and SASS Surveys (Public and BIA): Librarian and Aide Full-Time and Part-Time Estimates

Comparison:

Estimates for full-time and part-time specialists/librarians and aides by state and by type of school for the LMC survey and the SASS survey samples were compared.

Hypothesis

The lack of instructions for reporting counts of staff assigned to more than one function or school will cause the LMC estimates to be higher than the SASS survey estimates.

Principal Findings: The surveys differed on counts of total staff.

Tables

Tables 3-9 through 3-16 show the results.

Items

See Section 3.1A.

Results in a Nutshell

The LMC survey estimates for librarians and other professionals were higher than the SASS survey estimates as hypothesized. The comparison for library aides generated mixed results. The overall results were the same for the counts in Section 3.1B.

Basic Findings

Results for library aide data were mixed. Part-time aide estimates were higher on the LMC survey as expected. The number of full-time aides on the LMC survey compared to the SASS survey was low for both types of schools.

Public School Findings

For public schools, the LMC survey estimates for librarians/specialists and part-time aides were higher than the SASS survey estimates at the national level, as expected. The ratio for full-time aides, however, was low.

The data for full-time specialists/librarians showed high agreement between the LMC survey and the SASS survey. Most states reported slightly higher on the SASS survey as expected. The ratios ranged from 0.92 to 1.59 with a national average of 1.11.

The data for part-time specialists/librarians showed a wider range of ratios, but most states reported as expected. The ratios ranged from 0.67 to 3.77 with a national average of 1.29.

The data for full-time library aides showed the opposite of expectations. The ratios ranged from 0.37 to 2.33 with a national average of 0.83.

The data for part-time library aides showed expected results. The ratios ranged from 0.43 to 4.04 with a national average of 1.14.

BIA School Findings

For the BIA schools, the ratio of librarians/specialists in the LMC survey to the SASS survey was 1.14 for full time and 1.67 for part time, in line with expectations. The ratio of full-time aides was low, 0.83, and the ratio for part-time aides is 1.49, as expected. These ratios followed the same pattern as the ratios for the public schools.

Other Findings

Public School Estimation

Georgia's ratio of 3.77 on Table 3-10 was high relative to the other states. Seven Georgia schools on the LMC survey and six on the SASS survey reported a part-time library media specialist/librarian. Weighted, these estimates were 231.3 and 61.3.

Few Georgia schools reported consistently. Five of the schools that reported one on the LMC survey reported zero on the SASS survey. Two of the schools reporting one on the SASS survey reported none on the LMC survey.

Thus, the high ratio for Georgia was due to high variance and inconsistent reporting by individual schools between surveys. With so few responses, each response had a great impact.

Table 3-7. Part-Time and Full-Time Library Media Specialist/Librarian Counts by Type of School: The Library Media Center Survey Compared to the Schools and Staffing Survey for In-Scope Linked Schools, 1993-94

Type of School	LMC Survey Count (C1)	SASS Survey Count (C2)	Ratio: LMC/SASS (C1/C2)
Part time			
Public	1,309	1,050	1.25
Private	938	741	1.27
BIA	47	31	1.52
Full time			
Public	3,887	3,497	1.11
Private	1,066	1,013	1.05
BIA	95	93	1.02

Abbreviations:
LMC = Library Media Center Survey
SASS = Schools and Staffing Survey

Notes:

For this table, library media specialists/librarians are defined as:

For the LMC survey = library media specialists/librarians and other professionals working in the library.

For the SASS survey = library media specialists/librarians.

In-scope = For the LMS survey, the school reported a library and sufficiently completed the form. For the SASS survey, the school is in operation and is an elementary or secondary school.

Nonrespondent = For the LMS survey, the school either is a nonrespondent, or has a library but the remainder of the survey responses are insufficient for inclusion in the tabulated data. For the SASS survey, the school meets the in-scope criteria but is either a nonrespondent or the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Linked = Linked schools are those matching by identification number between surveys. The schools are on both surveys' mailing lists, that is, sample.

Source: 1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)

1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-8. Part-Time and Full-Time Library Media Center Aides Counts by Type of School: The Library Media Center Survey Compared to the Schools and Staffing Survey for In-Scope Linked Schools, 1993-94

Type of School	LMC Survey Count (C1)	SASS Survey Count (C2)	Ratio: LMC/SASS (C1/C2)
Part time			
Public	1,479	1,118	1.32
Private	579	594	.98
BIA	30	22	1.36
Full time			
Public	1,797	2,113	.85
Private	235	267	.88
BIA	39	53	.74

Abbreviations:
BIA = Bureau of Indian Affairs
LMC = Library Media Center Survey
SASS = Schools and Staffing Survey

Notes:
For this table, library media center aides are defined as:

For the LMC survey = library aides and clerks working in the library.

For the SASS survey = library aides.

In-scope = For the LMS survey, the school reported a library and sufficiently completed the form. For the SASS survey, the school is in operation and is an elementary or secondary school.

Nonrespondent = For the LMS survey, the school either is a nonrespondent, or has a library but the remainder of the survey responses are insufficient for inclusion in the tabulated data. For the SASS survey, the school meets the in-scope criteria but is either a nonrespondent or the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Linked = Linked schools are those matching by identification number between surveys. The schools are on both surveys' mailing lists, that is, sample.

Source: 1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)

1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-9. Full-Time Library Media Specialist/Librarian Estimates for Public Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	57,606.4	52,032.1	1.11
Alabama	1,315.5	1,199.7	1.10
Alaska	203.2	187.1	1.09
Arizona	1,058.6	834.5	1.27
Arkansas	969.0	951.1	1.02
California	2,777.5	2,494.9	1.11
Colorado	915.8	928.5	0.99
Connecticut	552.9	599.2	0.92
Delaware	141.3	140.6	1.00
District of Columbia	166.2	157.4	1.06
Florida	2,640.5	2,512.4	1.05
Georgia	2,129.1	1,917.0	1.11
Hawaii	251.5	259.3	0.97
Idaho	340.3	238.9	1.42
Illinois	2,600.1	2,081.2	1.25
Indiana	1,465.3	1,195.8	1.23
Iowa	727.2	596.3	1.22
Kansas	985.1	674.1	1.46
Kentucky	1,247.5	1,097.8	1.14
Louisiana	1,206.3	1,146.0	1.05
Maine	334.8	242.4	1.38
Maryland	1,092.2	1,026.8	1.06
Massachusetts	924.0	799.3	1.16
Michigan	1,879.4	1,724.3	1.09
Minnesota	815.6	831.3	0.98
Mississippi	894.7	782.8	1.14
Missouri	1,495.2	1,113.3	1.34
Montana	367.5	273.1	1.35
Nebraska	546.6	453.1	1.21
Nevada	337.6	311.2	1.08
New Hampshire	263.7	210.3	1.25
New Jersey	1,490.0	1,549.2	0.96
New Mexico	460.3	383.1	1.20
New York	2,881.1	2,978.2	0.97
North Carolina	2,145.3	1,951.3	1.10
North Dakota	149.8	108.9	1.38
Ohio	2,174.0	2,093.1	1.04
Oklahoma	1,246.9	897.7	1.39
Oregon	700.9	523.6	1.34
Pennsylvania	2,273.7	1,981.3	1.15
Rhode Island	147.0	144.3	1.02
South Carolina	1,185.4	1,091.1	1.09
South Dakota	295.7	186.4	1.59
Tennessee	1,421.0	1,312.0	1.08
Texas	4,738.9	4,442.2	1.07
Utah	391.6	367.8	1.06
Vermont	185.7	183.4	1.01
Virginia	1,754.4	1,691.1	1.04
Washington	1,290.9	1,280.8	1.01
West Virginia	376.8	404.4	0.93
Wisconsin	1,463.7	1,331.2	1.10
Wyoming	189.4	151.5	1.25

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	1.11
South Dakota	1.59
Kansas	1.46
Idaho	1.42
Oklahoma	1.39
Maine	1.38
North Dakota	1.38
Montana	1.35
Missouri	1.34
Oregon	1.34
Arizona	1.27
New Hampshire	1.25
Wyoming	1.25
Illinois	1.25
Indiana	1.23
Iowa	1.22
Nebraska	1.21
New Mexico	1.20
Massachusetts	1.16
Pennsylvania	1.15
Mississippi	1.14
Kentucky	1.14
California	1.11
Georgia	1.11
Wisconsin	1.10
North Carolina	1.10
Alabama	1.10
Michigan	1.09
South Carolina	1.09
Alaska	1.09
Nevada	1.08
Tennessee	1.08
Texas	1.07
Utah	1.06
Maryland	1.06
District of Columbia	1.06
Louisiana	1.05
Florida	1.05
Ohio	1.04
Virginia	1.04
Arkansas	1.02
Rhode Island	1.02
Vermont	1.01
Washington	1.01
Delaware	1.00
Colorado	0.99
Minnesota	0.98
Hawaii	0.97
New York	0.97
New Jersey	0.96
West Virginia	0.93
Connecticut	0.92

Abbreviations: LMC = Library Media Center; SASS = Schools and Staffing Survey

Notes:
For this table, library media specialists/ librarians are defined as: For the LMC survey = library media specialists/ librarians and other professionals working in the library. For the SASS survey = library media specialists/ librarians.

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

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Table 3-10. Part-Time Library Media Specialist/Librarian Estimates for Public Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	29,897.6	23,093.3	1.29
Alabama	51.8	77.6	0.67
Alaska	229.6	127.9	1.80
Arizona	150.4	165.8	0.91
Arkansas	287.0	182.8	1.57
California	4,152.2	2,318.3	1.79
Colorado	536.5	311.0	1.73
Connecticut	219.2	219.1	1.00
Delaware	26.3	36.8	0.71
District of Columbia	2.7	2.5	1.09
Florida	56.2	52.6	1.07
Georgia	231.3	61.3	3.77
Hawaii	6.2	2.6	2.38
Idaho	265.8	219.6	1.21
Illinois	1,780.4	1,223.2	1.46
Indiana	518.9	603.9	0.86
Iowa	1,161.4	887.1	1.31
Kansas	887.9	809.5	1.10
Kentucky	379.2	361.9	1.05
Louisiana	298.0	258.4	1.15
Maine	259.1	213.5	1.21
Maryland	249.8	284.0	0.88
Massachusetts	557.2	570.2	0.98
Michigan	1,468.9	641.1	2.29
Minnesota	950.9	671.1	1.42
Mississippi	127.8	67.9	1.88
Missouri	1,140.8	1,074.1	1.06
Montana	746.9	542.7	1.38
Nebraska	659.2	527.9	1.25
Nevada	100.1	43.1	2.32
New Hampshire	151.7	154.2	0.98
New Jersey	958.7	717.4	1.34
New Mexico	106.0	138.4	0.77
New York	1,376.1	1,016.2	1.35
North Carolina	453.1	260.6	1.74
North Dakota	435.9	359.8	1.21
Ohio	1,673.7	1,285.4	1.30
Oklahoma	818.3	772.7	1.06
Oregon	589.4	402.5	1.46
Pennsylvania	1,181.2	1,275.9	0.93
Rhode Island	175.2	158.6	1.10
South Carolina	104.7	57.4	1.83
South Dakota	497.3	403.6	1.23
Tennessee	205.3	283.5	0.72
Texas	1,192.0	1,166.6	1.02
Utah	251.6	178.2	1.41
Vermont	194.8	124.5	1.57
Virginia	219.2	103.1	2.13
Washington	555.1	496.1	1.12
West Virginia	241.4	218.5	1.10
Wisconsin	803.2	810.6	0.99
Wyoming	212.0	152.3	1.39

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	1.29
Georgia	3.77
Hawaii	2.38
Nevada	2.32
Michigan	2.29
Virginia	2.13
Mississippi	1.88
South Carolina	1.83
Alaska	1.80
California	1.79
North Carolina	1.74
Colorado	1.73
Arkansas	1.57
Vermont	1.57
Oregon	1.46
Illinois	1.46
Minnesota	1.42
Utah	1.41
Wyoming	1.39
Montana	1.38
New York	1.35
New Jersey	1.34
Iowa	1.31
Ohio	1.30
Nebraska	1.25
South Dakota	1.23
Maine	1.21
North Dakota	1.21
Idaho	1.21
Louisiana	1.15
Washington	1.12
West Virginia	1.10
Rhode Island	1.10
Kansas	1.10
District of Columbia	1.09
Florida	1.07
Missouri	1.06
Oklahoma	1.06
Kentucky	1.05
Texas	1.02
Connecticut	1.00
Wisconsin	0.99
New Hampshire	0.98
Massachusetts	0.98
Pennsylvania	0.93
Arizona	0.91
Maryland	0.88
Indiana	0.86
New Mexico	0.77
Tennessee	0.72
Delaware	0.71
Alabama	0.67

Abbreviations: LMC = Library Media Center SASS = Schools and Staffing Survey

Notes:
For this table, library media specialists/ librarians are defined as: For the LMC survey = library media specialists/ librarians and other professionals working in the library. For the SASS survey = library media specialists/ librarians.

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-11. Full-Time Library Aide Estimates for Public Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	26,554.8	31,997.9	0.83
Alabama	330.5	531.8	0.62
Alaska	78.7	76.6	1.03
Arizona	319.5	540.0	0.59
Arkansas	121.8	217.2	0.56
California	1,743.8	1,943.8	0.90
Colorado	567.9	632.6	0.90
Connecticut	476.2	455.4	1.05
Delaware	17.3	23.6	0.73
District of Columbia	27.5	39.5	0.70
Florida	1,260.1	1,411.6	0.89
Georgia	886.4	1,283.9	0.69
Hawaii	55.6	51.5	1.08
Idaho	100.1	274.0	0.37
Illinois	1,636.5	1,471.3	1.11
Indiana	887.8	1,101.2	0.81
Iowa	464.3	646.8	0.72
Kansas	419.9	544.5	0.77
Kentucky	289.9	531.5	0.55
Louisiana	256.1	219.4	1.17
Maine	230.9	402.9	0.57
Maryland	341.9	467.1	0.73
Massachusetts	575.6	506.6	1.14
Michigan	1,166.2	1,100.4	1.06
Minnesota	725.8	705.1	1.03
Mississippi	403.9	463.0	0.87
Missouri	319.6	555.1	0.58
Montana	91.8	167.9	0.55
Nebraska	304.8	414.9	0.73
Nevada	70.2	155.9	0.45
New Hampshire	136.8	180.6	0.76
New Jersey	904.5	722.4	1.25
New Mexico	217.3	326.4	0.67
New York	1,496.0	1,674.9	0.89
North Carolina	538.2	839.1	0.64
North Dakota	98.7	115.9	0.85
Ohio	1,186.6	1,354.4	0.88
Oklahoma	605.2	799.8	0.76
Oregon	431.4	587.8	0.73
Pennsylvania	844.5	1,021.2	0.83
Rhode Island	59.0	25.3	2.33
South Carolina	506.4	816.5	0.62
South Dakota	101.0	161.7	0.62
Tennessee	268.1	311.8	0.86
Texas	2,636.0	3,319.2	0.79
Utah	129.2	166.2	0.78
Vermont	90.9	121.5	0.75
Virginia	792.6	710.1	1.12
Washington	556.2	630.4	0.88
West Virginia	19.2	40.8	0.47
Wisconsin	652.3	971.3	0.67
Wyoming	114.6	165.4	0.69

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	0.83
Rhode Island	2.33
New Jersey	1.25
Louisiana	1.17
Massachusetts	1.14
Virginia	1.12
Illinois	1.11
Hawaii	1.08
Michigan	1.06
Connecticut	1.05
Minnesota	1.03
Alaska	1.03
Colorado	0.90
California	0.90
New York	0.89
Florida	0.89
Washington	0.88
Ohio	0.88
Mississippi	0.87
Tennessee	0.86
North Dakota	0.85
Pennsylvania	0.83
Indiana	0.81
Texas	0.79
Utah	0.78
Kansas	0.77
New Hampshire	0.76
Oklahoma	0.76
Vermont	0.75
Nebraska	0.73
Oregon	0.73
Maryland	0.73
Delaware	0.73
Iowa	0.72
District of Columbia	0.70
Wyoming	0.69
Georgia	0.69
Wisconsin	0.67
New Mexico	0.67
North Carolina	0.64
South Dakota	0.62
Alabama	0.62
South Carolina	0.62
Arizona	0.59
Missouri	0.58
Maine	0.57
Arkansas	0.56
Montana	0.55
Kentucky	0.55
West Virginia	0.47
Nevada	0.45
Idaho	0.37

Abbreviations: LMC = Library Media Center SASS = Schools and Staffing Survey

Notes:
For this table, library media center aides are defined as:
For the LMC survey = library aides and clerks working in the library. For the SASS survey = library aides

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U. S. Department of Education, National Center for Education Statistics)

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Table 3-12. Part-Time Library Aide Estimates for Public Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	26,557.6	23,271.2	1.14
Alabama	204.9	194.6	1.05
Alaska	179.0	143.0	1.25
Arizona	503.0	361.1	1.39
Arkansas	167.6	212.0	0.79
California	2,270.1	3,022.1	0.75
Colorado	406.9	556.5	0.73
Connecticut	314.1	215.5	1.46
Delaware	42.8	24.2	1.77
District of Columbia	22.6	5.6	4.04
Florida	626.8	374.8	1.67
Georgia	283.6	409.1	0.69
Hawaii	30.9	22.8	1.36
Idaho	232.9	233.4	1.00
Illinois	1,748.8	1,205.0	1.45
Indiana	576.1	497.2	1.16
Iowa	848.0	728.6	1.16
Kansas	639.6	473.9	1.35
Kentucky	429.3	354.7	1.21
Louisiana	171.3	74.8	2.29
Maine	198.9	211.7	0.94
Maryland	386.8	262.7	1.47
Massachusetts	466.0	440.6	1.06
Michigan	1,290.2	1,121.8	1.15
Minnesota	953.7	802.5	1.19
Mississippi	97.7	99.2	0.98
Missouri	444.4	508.3	0.87
Montana	336.6	316.4	1.06
Nebraska	630.2	421.0	1.50
Nevada	155.1	96.4	1.61
New Hampshire	181.5	161.6	1.12
New Jersey	804.1	734.8	1.09
New Mexico	43.7	101.5	0.43
New York	1,542.5	1,078.1	1.43
North Carolina	743.8	570.4	1.30
North Dakota	208.7	168.2	1.24
Ohio	999.2	1,174.2	0.85
Oklahoma	382.2	531.0	0.72
Oregon	486.8	534.2	0.91
Pennsylvania	1,110.4	952.2	1.17
Rhode Island	99.5	120.2	0.83
South Carolina	292.1	233.5	1.25
South Dakota	203.3	234.9	0.87
Tennessee	284.4	140.2	2.03
Texas	1,421.2	778.7	1.83
Utah	278.8	308.3	0.90
Vermont	114.2	74.6	1.53
Virginia	364.7	212.4	1.72
Washington	1,001.9	739.3	1.36
West Virginia	59.2	51.8	1.14
Wisconsin	1,094.7	821.0	1.33
Wyoming	182.8	160.6	1.14

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	1.14
District of Columbia	4.04
Louisiana	2.29
Tennessee	2.03
Texas	1.83
Delaware	1.77
Virginia	1.72
Florida	1.67
Nevada	1.61
Vermont	1.53
Nebraska	1.50
Maryland	1.47
Connecticut	1.46
Illinois	1.45
New York	1.43
Arizona	1.39
Hawaii	1.36
Washington	1.36
Kansas	1.35
Wisconsin	1.33
North Carolina	1.30
Alaska	1.25
South Carolina	1.25
North Dakota	1.24
Kentucky	1.21
Minnesota	1.19
Pennsylvania	1.17
Iowa	1.16
Indiana	1.16
Michigan	1.15
West Virginia	1.14
Wyoming	1.14
New Hampshire	1.12
New Jersey	1.09
Montana	1.06
Massachusetts	1.06
Alabama	1.05
Idaho	1.00
Mississippi	0.98
Maine	0.94
Oregon	0.91
Utah	0.90
Missouri	0.87
South Dakota	0.87
Ohio	0.85
Rhode Island	0.83
Arkansas	0.79
California	0.75
Colorado	0.73
Oklahoma	0.72
Georgia	0.69
New Mexico	0.43

Abbreviations: LMC = Library Media Center SASS = Schools and Staffing Survey

Notes:
For this table, library media center aides are defined as:
For the LMC survey = library aides and clerks working in the library. For the SASS survey = library aides

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

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Table 3-13. Full-Time Library Media Specialist/Librarian Estimates for Bureau of Indian Affair Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	106.9	94.2	1.14
Arizona	33.6	30.2	1.11
California	1.4	1.0	1.36
Connecticut	0.0	0.0	0.00
Florida	0.0	0.0	0.00
Idaho	0.0	0.0	0.00
Iowa	0.0	0.0	0.00
Kansas	1.0	1.0	0.93
Louisiana	0.0	0.0	0.00
Michigan	1.3	1.0	1.23
Minnesota	3.7	3.1	1.19
Mississippi	1.0	0.0	0.00
Montana	0.0	0.0	0.00
Nevada	0.0	0.0	0.00
New Mexico	27.9	22.2	1.26
North Carolina	2.3	2.0	1.13
North Dakota	13.1	8.0	1.64
Oklahoma	2.1	2.0	1.04
Oregon	1.2	1.0	1.22
South Dakota	13.4	18.5	0.72
Utah	0.0	1.0	0.00
Washington	3.8	2.0	1.90
Wisconsin	1.1	1.0	1.11
Wyoming	0.0	0.0	0.00

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	1.14
Washington	1.90
North Dakota	1.64
California	1.36
New Mexico	1.26
Michigan	1.23
Oregon	1.22
Minnesota	1.19
North Carolina	1.13
Wisconsin	1.11
Arizona	1.11
Oklahoma	1.04
Kansas	0.93
South Dakota	0.72
Idaho	0.00
Connecticut	0.00
Montana	0.00
Louisiana	0.00
Mississippi	0.00
Utah	0.00
Wyoming	0.00
Nevada	0.00
Florida	0.00
Iowa	0.00

Abbreviations:
LMC = Library Media Center
SASS = Schools and Staffing Survey

Notes:
For this table, library media specialists/ librarians are defined as:
For the LMC survey = library media specialists/ librarians and other professionals working in the library
For the SASS survey = library media specialists/ librarians

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

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Table 3-14. Part-Time Library Media Specialist/Librarian Estimates for Bureau of Indian Affair Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	51.9	31.1	1.67
Arizona	17.9	9.0	1.98
California	0.0	0.0	0.00
Connecticut	0.0	0.0	0.00
Florida	1.2	1.0	1.18
Idaho	0.0	0.0	0.00
Iowa	1.1	1.0	1.12
Kansas	0.0	0.0	0.00
Louisiana	0.0	0.0	0.00
Michigan	0.0	0.0	0.00
Minnesota	0.0	0.0	0.00
Mississippi	1.0	1.0	1.02
Montana	2.1	1.0	2.10
Nevada	0.0	1.0	0.00
New Mexico	14.1	6.0	2.34
North Carolina	2.3	0.0	0.00
North Dakota	1.1	4.0	0.28
Oklahoma	0.0	0.0	0.00
Oregon	0.0	0.0	0.00
South Dakota	7.8	5.1	1.54
Utah	0.0	0.0	0.00
Washington	1.1	1.0	1.13
Wisconsin	1.1	0.0	0.00
Wyoming	1.1	1.0	1.03

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	1.67
New Mexico	2.34
Montana	2.10
Arizona	1.98
South Dakota	1.54
Florida	??
Washington	1.13
Iowa	1.12
Wyoming	1.03
Mississippi	1.02
North Dakota	0.28
California	0.00
Idaho	0.00
Connecticut	0.00
Minnesota	0.00
Michigan	0.00
North Carolina	0.00
Louisiana	0.00
Wisconsin	0.00
Oklahoma	0.00
Nevada	0.00
Kansas	0.00
Oregon	0.00
Utah	0.00

Abbreviations:
LMC = Library Media Center
SASS = Schools and Staffing Survey

Notes:
For this table, library media specialists/ librarians are defined as:
For the LMC survey = library media specialists/ librarians and other professionals working in the library
For the SASS survey = library media specialists/ librarians.

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U. S. Department of Education, National Center for Education Statistics)

Table 3-15. Full-Time Library Aide Estimates for Bureau of Indian Affair Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	44.1	53.4	0.83
Arizona	12.1	18.1	0.67
California	1.4	1.0	1.36
Connecticut	0.0	0.0	0.00
Florida	0.0	0.0	0.00
Idaho	0.0	0.0	0.00
Iowa	0.0	0.0	0.00
Kansas	0.0	0.0	0.00
Louisiana	0.0	0.0	0.00
Michigan	1.3	0.0	0.00
Minnesota	1.2	1.0	1.15
Mississippi	0.0	0.0	0.00
Montana	0.0	0.0	0.00
Nevada	0.0	0.0	0.00
New Mexico	14.5	14.0	1.04
North Carolina	0.0	2.0	0.00
North Dakota	3.3	4.0	0.83
Oklahoma	1.1	0.0	0.00
Oregon	0.0	0.0	0.00
South Dakota	6.5	10.2	0.64
Utah	0.0	0.0	0.00
Washington	2.7	2.0	1.34
Wisconsin	0.0	1.0	0.00
Wyoming	0.0	0.0	0.00

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	0.83
California	1.36
Washington	1.34
Minnesota	1.15
New Mexico	1.04
North Dakota	0.83
Arizona	0.67
South Dakota	0.64
Florida	0.00
Montana	0.00
Iowa	0.00
Connecticut	0.00
Louisiana	0.00
Michigan	0.00
North Carolina	0.00
Mississippi	0.00
Wyoming	0.00
Oregon	0.00
Nevada	0.00
Wisconsin	0.00
Idaho	0.00
Kansas	0.00
Oklahoma	0.00
Utah	0.00

Abbreviations:
LMC = Library Media Center
SASS = Schools and Staffing Survey

Notes:
For this table, library media center aides are defined as:
For the LMC survey = library aides and clerks working in the library.
For the SASS survey = library aides.

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U. S. Department of Education, National Center for Education Statistics)

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Table 3-16. Part-Time Library Aide Estimates for Bureau of Indian Affair Schools: The Library Media Center Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	32.9	22.0	1.49
Arizona	10.8	9.0	1.20
California	0.0	0.0	0.00
Connecticut	0.0	0.0	0.00
Florida	0.0	0.0	0.00
Idaho	0.0	0.0	0.00
Iowa	0.0	0.0	0.00
Kansas	0.0	0.0	0.00
Louisiana	0.0	0.0	0.00
Michigan	0.0	0.0	0.00
Minnesota	0.0	0.0	0.00
Mississippi	0.0	0.0	0.00
Montana	0.0	0.0	0.00
Nevada	1.2	0.0	0.00
New Mexico	12.0	4.0	2.99
North Carolina	0.0	0.0	0.00
North Dakota	3.2	4.0	0.00
Oklahoma	0.0	0.0	0.00
Oregon	0.0	0.0	0.00
South Dakota	3.3	2.0	1.65
Utah	0.0	1.0	0.00
Washington	1.3	1.0	1.34
Wisconsin	1.1	0.0	0.00
Wyoming	0.0	1.0	0.00

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	1.49
New Mexico	2.99
South Dakota	1.65
Washington	1.34
Arizona	1.20
North Dakota	0.00
North Carolina	0.00
Nevada	0.00
Oklahoma	0.00
Utah	0.00
Wisconsin	0.00
Oregon	0.00
Wyoming	0.00
Idaho	0.00
Iowa	0.00
Florida	0.00
California	0.00
Connecticut	0.00
Kansas	0.00
Mississippi	0.00
Montana	0.00
Minnesota	0.00
Louisiana	0.00
Michigan	0.00

Abbreviations:
LMC = Library Media Center
SASS = Schools and Staffing Survey

Notes:
For this table, library media center aides are defined as:
For the LMC survey = library aides and clerks working in the library
For the SASS survey = library aides

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U. S. Department of Education, National Center for Education Statistics)

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Library Media Center Surveys Compared to Other Surveys - continued

Section 3.2A LMC and SASS TDS Survey (Public): Librarian Definitions

Definitions and Items

LMC

LMC Item 1a = "How many state-certified library media specialists work in this school's library media center?"

LMC Item 1b = "How many professional staff members working in this school's library media center are NOT certified as library media specialists?"

SASS

SASS Item 19 = "Around October 1 of this school year, how many FTE library media specialists/librarians were employed by this district?"

Discussion

The TDS survey collected counts of library media specialists/librarians employed by the local education agency. Because the survey collected by assignment, the counts may include other professionals working in the library. The TDS survey state estimates can be compared to the public school LMC survey state estimates for the number of library media specialists and other professionals working in the library. Neither survey presented a definition. Differences may occur because:

(1) the surveys had different units of collection: the TDS survey collected data in full-time equivalents while the LMC survey collected counts,

(2) the LMC survey counts specifically included other professionals who work in the library media center, while the TDS survey did not specifically state so, and

(3) the surveys had different levels of reporting: the TDS survey respondent was at the state level while the LMC survey respondent was at the school level. The TDS survey may have included specialists/librarians who provide district-level services.

Note that a librarian shared between two schools would be counted on both schools' LMC surveys, but reported on a FTE basis for the TDS survey.

Related Report Sections

See Section 3.2B.

Section 3.2B LMC and SASS TDS Survey (Public): Librarian Estimates

Comparison

The estimates of specialists/librarians on the TDS survey were compared to the estimates of library media specialists plus other professionals working in the library on the public school LMC survey.

Hypothesis

Differences in the estimates are expected because the surveys 1) have different units of collection, 2) have different levels of reporting, and 3) the LMC survey count includes other professionals while the TDS survey does not.

Principal Findings: The estimates of librarians differed between surveys.

Tables

Table 3-17 shows the results.

Items

See Section 3.2A.

Results in a Nutshell

The LMC survey estimates equaled or exceeded the TDS survey estimates. The difference in units of collection may be the overriding factor. The data, however, may indicate many professionals who are not specialists/librarians are working in the library. The estimation of the LMC survey also may be a factor.

Basic Findings

For the nation, the ratio of all professionals in the library reported on the LMC survey to specialists and librarians reported on the TDS survey was 1.69. In all but one state, the ratio was greater than 1.0; the only exception is 0.9 for Hawaii.

Other Findings

Estimation

The District of Columbia was notable as an outlier with a ratio of 42.23. The sole local education agency in the District of Columbia reported four specialists/librarians on the SASS survey while the individual schools reported 60, with a weighted aggregate of 168.9. It is likely there was a data error on the part of the local education agency. Removing the District from the national totals has no effect on the national LMC survey/SASS survey ratio.

The reporting for California was interesting. The SASS TDS survey specialists/librarians count was 928 which weights to 1,718. It was reasonable to assume this should represent both specialists/librarians and other professionals working in the library because analysis showed the SASS survey public school count did.

The CCD state nonfiscal survey collected counts of specialists/librarians separately from the other professionals. The CCD state nonfiscal survey reported 928 specialists/librarians and 3,022 other professionals. This totaled to 3,950 specialists/librarians and other professionals.

The public school SASS survey count for California was 4,813.2 specialists/librarians and other professionals. This was reasonably close to the CCD state nonfiscal survey total of 3, 950.

The conclusion was the SASS TDS survey count of 928 represented the specialists/librarians, but not the other professionals. Additionally, the count of 928 looked incorrect (see Section 3.6B, "other findings").

Table 3-17. Library Media Specialist/Librarian Estimates for Public Schools: The Library Media Center Survey Compared to the Schools and Staffing Teacher Demand Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	SASS Survey (C2)	LMC/SASS (C1/C2)
United States	87,503.6	51,642.8	1.69
Alabama	1,367.3	1,259.7	1.09
Alaska	432.8	184.1	2.35
Arizona	1,208.9	936.3	1.29
Arkansas	1,256.0	923.9	1.36
California	6,929.7	1,718.0	4.03
Colorado	1,452.3	589.8	2.46
Connecticut	772.2	689.3	1.12
Delaware	167.6	109.5	1.53
District of Columbia	168.9	4.0	42.23
Florida	2,696.7	2,469.6	1.09
Georgia	2,360.4	1,943.9	1.21
Hawaii	257.7	287.0	0.90
Idaho	606.1	217.8	2.78
Illinois	4,380.6	1,941.6	2.26
Indiana	1,984.1	1,137.4	1.74
Iowa	1,888.5	796.0	2.37
Kansas	1,873.0	951.0	1.97
Kentucky	1,626.6	1,157.0	1.41
Louisiana	1,504.3	1,128.5	1.33
Maine	593.9	305.9	1.94
Maryland	1,342.0	1,009.0	1.33
Massachusetts	1,481.0	892.1	1.66
Michigan	3,348.3	1,306.4	2.56
Minnesota	1,766.5	913.5	1.93
Mississippi	1,022.4	644.5	1.59
Missouri	2,636.0	1,273.4	2.07
Montana	1,101.0	426.3	2.58
Nebraska	1,205.7	511.5	2.36
Nevada	437.6	240.0	1.82
New Hampshire	415.3	241.5	1.72
New Jersey	2,448.8	1,917.6	1.28
New Mexico	566.3	255.0	2.22
New York	4,257.1	2,526.6	1.68
North Carolina	2,598.4	1,986.6	1.31
North Dakota	599.1	251.1	2.39
Ohio	3,847.6	1,695.0	2.27
Oklahoma	2,065.2	978.0	2.11
Oregon	1,290.3	481.6	2.68
Pennsylvania	3,454.9	2,377.9	1.45
Rhode Island	322.2	230.6	1.40
South Carolina	1,290.1	1,106.4	1.17
South Dakota	793.0	221.2	3.58
Tennessee	1,626.3	1,373.6	1.18
Texas	5,930.9	4,336.3	1.37
Utah	643.2	339.9	1.89
Vermont	380.5	266.1	1.43
Virginia	1,973.5	1,837.6	1.07
Washington	1,846.1	1,351.7	1.37
West Virginia	618.2	428.0	1.44
Wisconsin	2,266.8	1,341.3	1.69
Wyoming	401.4	132.2	3.04

By Descending LMC/SASS Ratio	LMC/SASS (C1/C2)
United States	1.69
District of Columbia	42.23
California	4.03
South Dakota	3.58
Wyoming	3.04
Idaho	2.78
Oregon	2.68
Montana	2.58
Michigan	2.56
Colorado	2.46
North Dakota	2.39
Iowa	2.37
Nebraska	2.36
Alaska	2.35
Ohio	2.27
Illinois	2.26
New Mexico	2.22
Oklahoma	2.11
Missouri	2.07
Kansas	1.97
Maine	1.94
Minnesota	1.93
Utah	1.89
Nevada	1.82
Indiana	1.74
New Hampshire	1.72
Wisconsin	1.69
New York	1.68
Massachusetts	1.66
Mississippi	1.59
Delaware	1.53
Pennsylvania	1.45
West Virginia	1.44
Vermont	1.43
Kentucky	1.41
Rhode Island	1.40
Texas	1.37
Washington	1.37
Arkansas	1.36
Louisiana	1.33
Maryland	1.33
North Carolina	1.31
Arizona	1.29
New Jersey	1.28
Georgia	1.21
Tennessee	1.18
South Carolina	1.17
Connecticut	1.12
Florida	1.09
Alabama	1.09
Virginia	1.07
Hawaii	0.90

Abbreviations: LMC = Library Media Center SASS = Schools and Staffing Survey
TDS = Teacher Demand and Shortage Questionnaire for Public School Districts

Notes:
The LMC survey collects counts while the TDS survey collects specialists/ librarians in full-time equivalents. For this table, the LMC survey library media specialists/ librarians include other professionals working in the library. Also, the TDS survey may include specialists/ librarians at the school district level.

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

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Library Media Center Surveys Compared to Other Surveys - continued

Section 3.3A LMC and CCD State Nonfiscal Survey (Public): Librarian Definitions

Definitions and Items

LMC

LMC Item 1a = "How many state-certified library media specialists work in this school's library media center?"

CCD

"Librarians and Media Specialists -

Librarians are those professional staff members and supervisors who are assigned specific duties and school time to professional library service activities, including: selecting, acquiring, preparing, cataloging and circulating books and other printed materials; planning the use of the library by students, teachers and other members of the instructional staff; and guiding individuals in their use of library books and materials, whether maintained separately or as a part of an instructional materials center."

Discussion

The public school LMC survey estimates of state-certified library media specialists can be compared to the CCD state nonfiscal survey's universe counts of librarians and media specialists. The CCD state nonfiscal survey presented a definition of librarians and media specialists while the LMC survey did not. Depending on how the respondent interprets the surveys' questions, instructions and definitions, the estimates may differ for any of the following reasons:

1) The two surveys had different units of collection. The CCD state nonfiscal survey collected in full-time equivalents, while the LMC survey collected counts. This factor should cause the LMC survey counts to be higher than the CCD survey counts.

2) For the public school LMC survey, state certification was required to be classified as a library media specialist. Library media specialists who were not state certified should be considered other professionals working in the library. The CCD state nonfiscal survey did not make this distinction. This factor should cause the LMC survey counts to be lower than the CCD survey counts.

3) Respondents may have failed to note the state certification qualification on the request for counts of state-certified specialists. They may regard the LMC survey as requesting 1) librarians and 2) other professionals, instead of 1) state-certified librarians and 2) other librarians and professionals. This factor would cause the LMC survey state-certified specialist counts to be higher than the CCD state nonfiscal survey library media specialist counts.

4) For the CCD state nonfiscal survey, any professional fulfilling the duties of a librarian or library media specialist (state-certified or not) could be counted as a library media specialist. The introductory text for the staff counts section reinforces this with the statement "Staff counts are to be reported according to actual work assignments. In other words, if training or certification is different from assigned positions, report the counts according to assigned positions." This factor should cause the LMC survey counts to be lower than the CCD survey counts.

5) The surveys had different levels of reporting. The CCD state nonfiscal survey data were collected at the state level, while the LMC survey data were collected at the school level. The CCD state nonfiscal survey's counts may include staff providing district and regional level library services. District and regional level services were specifically excluded from the LMC survey. This factor should cause the LMC survey counts to be lower than the CCD survey counts.

6) The CCD state nonfiscal survey described librarians and media specialists as professional working with "books and other printed materials." The library and media support staff description did not exclude working with books and printed materials but focused on audiovisual equipment and materials. The implication was that professionals who worked with books and printed materials were librarians and media specialists and

those who worked with other resources were support staff. The LMC survey did not address this issue. If the respondent viewed this distinction as important, this factor should cause the LMC survey counts to be higher than the CCD survey counts.

Related Report Sections

See Section 3.3B.

Section 3.3B LMC and CCD State Nonfiscal Survey (Public): Librarian Estimates

Comparison

The LMC survey state-certified library media specialists estimates were compared to the CCD state nonfiscal survey librarians and media specialists counts.

Hypothesis

There are several possible reasons for differences in estimates as described in the Section 3.3A. Three could result in lower counts and three could result in higher counts for the LMC survey. The main considerations are: 1) the CCD state nonfiscal survey collected in FTE while the LMC survey collected counts, and 2) the LMC survey included only state-certified specialists in this estimate while the CCD state nonfiscal survey also included other librarians and professionals working in the library. These factors may cancel each other.

Principal Finding: The counts of library media specialists differed between surveys.

Tables

Table 3-18 shows the data comparison results.

Items

See Section 3.3A.

Results in a Nutshell

The LMC survey state estimates were generally higher than the CCD state nonfiscal survey counts. This may be due to the different units of collection. It suggests, however, the surveys' terminology and definitions have a strong influence on reporting. The LMC survey estimation also may be a factor.

Basic Findings

The estimates from the LMC survey were generally higher than the CCD state nonfiscal survey counts. The ratios ranged from 0.80 to 3.56 with a national average of 1.32. Only five states had ratios of less than 1.0. The 928 reported for California was probably an error as discussed in Section 3.2B.

Table 3-18. Library Media Specialist/Librarian Estimates for Public Schools: The Library Media Center Survey Compared to the Common Core of Data State Nonfiscal Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	CCD Survey (C2)	LMC/CCD (C1/C2)
United States	66,682.2	50,501	1.32
Alabama	1,246.6	1,194	1.04
Alaska	253.2	156	1.62
Arizona	825.2	773	1.07
Arkansas	1,101.2	948	1.16
California	2,608.7	928	2.81
Colorado	754.4	704	1.07
Connecticut	707.1	654	1.08
Delaware	143.3	116	1.24
District of Columbia	156.8	173	0.91
Florida	2,370.4	2,513	0.94
Georgia	1,969.3	2,053	0.96
Hawaii	230.2	286	0.80
Idaho	320.9	168	1.91
Illinois	2,936.1	1,973	1.49
Indiana	1,457.5	1,047	1.39
Iowa	1,354.0	652	2.08
Kansas	1,503.7	973	1.55
Kentucky	1,420.1	1,187	1.20
Louisiana	1,240.1	1,217	1.02
Maine	384.5	241	1.60
Maryland	1,239.1	1,078	1.15
Massachusetts	1,160.7	567	2.05
Michigan	2,022.1	1,500	1.35
Minnesota	1,429.6	984	1.45
Mississippi	780.8	640	1.22
Missouri	2,130.2	1,261	1.69
Montana	895.9	339	2.64
Nebraska	973.4	558	1.74
Nevada	281.1	239	1.18
New Hampshire	301.4	254	1.19
New Jersey	2,251.9	1,800	1.25
New Mexico	362.7	243	1.49
New York	3,987.0	2,983	1.34
North Carolina	2,203.3	2,151	1.02
North Dakota	458.5	179	2.56
Ohio	2,650.3	1,776	1.49
Oklahoma	1,429.5	860	1.66
Oregon	802.9	665	1.21
Pennsylvania	3,120.9	2,170	1.44
Rhode Island	292.0	82	3.56
South Carolina	1,167.5	1,085	1.08
South Dakota	578.6	208	2.78
Tennessee	1,514.4	1,280	1.18
Texas	5,100.8	4,143	1.23
Utah	403.8	267	1.51
Vermont	284.2	199	1.43
Virginia	1,783.4	1,945	0.92
Washington	1,339.3	1,255	1.07
West Virginia	550.3	360	1.53
Wisconsin	1,910.8	1,339	1.43
Wyoming	292.4	135	2.17

By Descending LMC/CCD Ratio	LMC/CCD (C1/C2)
United States	1.32
Rhode Island	3.56
California	2.81
South Dakota	2.78
Montana	2.64
North Dakota	2.56
Wyoming	2.17
Iowa	2.08
Massachusetts	2.05
Idaho	1.91
Nebraska	1.74
Missouri	1.69
Oklahoma	1.66
Alaska	1.62
Maine	1.60
Kansas	1.55
West Virginia	1.53
Utah	1.51
New Mexico	1.49
Ohio	1.49
Illinois	1.49
Minnesota	1.45
Pennsylvania	1.44
Vermont	1.43
Wisconsin	1.43
Indiana	1.39
Michigan	1.35
New York	1.34
New Jersey	1.25
Delaware	1.24
Texas	1.23
Mississippi	1.22
Oregon	1.21
Kentucky	1.20
New Hampshire	1.19
Tennessee	1.18
Nevada	1.18
Arkansas	1.16
Maryland	1.15
Connecticut	1.08
South Carolina	1.08
Colorado	1.07
Arizona	1.07
Washington	1.07
Alabama	1.04
North Carolina	1.02
Louisiana	1.02
Georgia	0.96
Florida	0.94
Virginia	0.92
District of Columbia	0.91
Hawaii	0.80

Abbreviations: CCD = Common Core of Data LMC = Library Media Center

Notes:
The CCD state nonfiscal survey collects data in full-time equivalents, while the LMC survey collects counts. For the LMC survey, the data include those working with computer resources. For the CCD survey, the data may include library media specialists/librarians providing district and regional level media services.

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Common Core of Data State Nonfiscal Survey data file (U.S. Department of Education, National Center for Education Statistics)

Library Media Specialist Surveys Compared to Other Surveys

Section 3.4A LMS and SASS Surveys (Public, Private and BIA): Librarian Classification of Main Assignment, and Full-Time and Part-Time Definitions

Definitions and Items

LMS

LMS Item 2 = "How do you classify your MAIN assignment at THIS school (i.e., the activity at which you spend MOST of your time) this school year?"

LMS Check Box 1 = "Itinerant library media specialist/librarian (i.e., your assignment requires you to provide library media services at more than one school)"

LMS Check Box 2 = "Regular full-time library media specialist/librarian at this school"

LMS Check Box 3 = "Part-time library media specialist/librarian"

LMS Check Box 4 = "Long-term substitute library media specialist/librarian (i.e., your assignment requires that you fill the role of a regular library media specialist/librarian on a long-term basis, but you are still considered a substitute)"

LMS Check Box 5 = "Classroom teacher"

LMS Check Box 6 = "Other professional staff (e.g., counselor, curriculum coordinator, administrator)"

LMS Check Box 7 = "Unpaid parent volunteer"

LMS Check Box 8 = "Library aide"

LMS Check Box 9 = "Support staff (e.g., secretary, clerk, etc.)"

SASS

SASS Item 16e = "Library media specialists or librarians - part-time"

SASS Item 17e = "Library media specialists or librarians - full-time"

Discussion

There was no definition for specialists/librarians on either survey. For the SASS survey, a count is requested for "library media specialists or librarians." The SASS survey said to report by function. The LMS survey stated that it is "intended for the school employee who is responsible for this school's library, that is, the library media specialist or librarian." A definition of the library follows, effectively defining librarians. The definition was the same as the one for the LMC survey.

There were two comparisons that can be made:

1) The respondent's main assignment on the LMS survey could be compared to the SASS survey responses. This comparison could be done at the school level for all types of schools. The LMS survey asked the respondent to indicate their main assignment: librarian, teacher, other professional staff, parent volunteer, library aide, or support staff. The SASS survey requested counts of library media specialists or librarians by function, not occupation.

   Agreement between the two surveys' responses for each school was expected. For example, if the LMS survey respondent was a full-time librarian, the SASS survey for the same school should have a count of at least one for full-time specialists/librarians. If the LMS survey respondent was a teacher working part time in the library, the SASS survey should have at least one for the part-time specialist/librarian category.

2) For those LMS survey respondents who classify their main assignment as librarians, full-time and part-time reporting can be compared between the LMS and SASS surveys. Specialists/librarians

indicated status as itinerant, full time, part time or long-term substitute on the LMS survey. The SASS survey counts of specialists/librarians were by full time and part time. This comparison could be done at the state level for public and BIA schools.

The instructions for volunteers differed between the surveys. The SASS survey did not mention volunteers or state that staff must be paid. The LMS survey separated parent volunteers[31]. For the private school findings, the lack of instructions concerning volunteers on the SASS survey was a notable factor: 5.7 percent of the part-time staff reported on the SASS survey for private schools were volunteers per the LMS survey.

The instructions for reporting part-time staff differed. The SASS survey said to report employees who serve more than one function as part time under each function and to report shared employees as part time. The LMS survey did not address these issues. The findings suggested that the part-time instructions on the SASS survey work well. Classroom teachers and other professional staff working part time in the library were reported on the SASS survey as part-time specialists/librarians as instructed.

Related Report Sections

See Sections 3.4B and 3.4C.

Section 3.4B LMS and SASS Surveys (Public, Private and BIA): Librarian Classification of Main Assignment Counts

Comparison

The LMS respondent's main assignment was compared to the SASS survey counts of full-time and part-time specialist/librarians.

Hypothesis

The responses for each school are expected to agree between the surveys.

Principal Findings: The reporting between surveys for full-time librarians was fairly consistent. The reporting for part-time librarians was not.

Tables

Tables 3-19 and 3-20 show the relationships for linked schools. These schools could be in-scope or out-of-scope. Table 3-19 presents the LMS response and then checks how the SASS survey respondent reported. Table 3-20 presents the opposite viewpoint of looking at the SASS survey response and then checks how the LMS survey respondent reported.

Items

See Section 3.4A.

Results in a Nutshell

There was high agreement in reporting for full-time librarians between surveys for public and BIA schools. There were, however, a notable number of cases where a full-time respondent on the LMS survey was reported as part time on the SASS survey for private schools. Also, there were a notable number of part-time specialist/librarians on the LMS survey reported as full time on the SASS survey for all types of schools. The presence or absence of instructions for reporting part-time staff serving more than one function or school and instructions for volunteers were important factors for the surveys.

Intersurvey Agreement and Disagreement

Intersurvey Agreement

Table 3-19 starts with the LMS survey responses and shows the matching school's response on the SASS survey. It shows a consistency in reporting across types of schools. It also shows high agreement in reporting for full-time librarians between surveys for public and BIA schools. The agreement between full timers on the LMS survey and full timers on the SASS survey was 82.3 percent for the public schools, 77.0 percent for the private schools, and 91.2 percent for the BIA schools. The agreement between part timers on the LMS survey and part timers on the SASS survey was lower, but again similar, for all three types of schools: 63.3 percent for the public schools, 70.0

[31] *Although some respondents other than the parent volunteers may be volunteers, this report assumes all respondents except the parent volunteers are paid staff.*

percent for the private schools, and 56. 3 percent for the BIA schools.

Table 3-20 starts with the SASS survey responses and examines the matching school's response on the LMS survey. There was fairly high agreement for schools reporting at least one full-time library media specialist/librarian on the SASS survey. The agreement for a regular full-time specialist or librarian completing the LMS survey was: 73.3 percent of the public schools, 73.4 percent of the private schools, and 75.4 percent of the BIA schools. The agreement between part timers reported on the SASS survey to part timers answering the LMS survey was good when the part-time library media specialists/librarians, itinerant specialists/librarians, long-term substitute librarian, teachers and other professional staff are added together (the SASS survey says to apportion reporting by function): 66.7 percent for public schools, 55.6 percent for private schools, and 65.4 percent for BIA schools.

Intersurvey Disagreement

Table 3-19 shows how the SASS survey respondent reported when the LMS survey respondent reported one full-time or one part-time librarian. The instances of a full timer on the LMS survey reported as a part timer on the SASS survey were relatively low for the public and BIA schools, 8.8 and 5.3 percent, respectively. It was notable, 18.4 percent, for the private schools. Cases where the part-time library media specialist on the LMS survey was reported as full time on the SASS survey are notable: 25.9 percent for public schools, 17.4 percent for private schools, and 25.0 percent for BIA schools.

Table 3-20 shows how the LMS survey respondent reported when the SASS survey reported at least one full-time specialist/librarian. Most of the difference in public school full-time counts between the surveys was due to 141 (9.5 percent) LMS survey nonrespondents, 79 (5.3 percent) who reported as itinerant librarians, and 74 (5.0 percent) who were part-time librarians. For private schools, most of the difference was due to 63 (10.5 percent) reporting as part time, and 40 (6.7 percent) nonrespondents on the LMS surveys. For the BIA schools, the bulk of the differences was divided fairly evenly over four (5.8 percent) part timers, four (5.8 percent) classroom teachers, three (4.3 percent) itinerant librarians, and three (4.3 percent) nonrespondents.

Table 3-20 also shows how the LMS survey respondent reported when the SASS survey reported at least one part-time specialist/librarian. The rates of library aides and parent volunteers on the LMS survey reported as part-time specialists/librarians on the SASS survey are notable.

Other Findings

Nonrespondents

The nonrespondent category on Table 3-20 for the LMS surveys is notable. For full-time staff, the nonrespondent rates were 9.5 percent for the public schools, 6.7 percent for the private schools, and 4.3 percent for the BIA schools. For part-time staff, the nonrespondent rates were 7.5 percent for the public schools, 9.1 percent for the private schools, and 13.8 percent for the BIA schools.

Section 3.4C LMS and SASS Surveys (Public and BIA): Librarian Full-Time and Part-Time Estimates

Comparison

Estimates of full-time and part-time specialists/librarians were compared by state and by type of school between the LMS and SASS surveys.

Hypothesis

The SASS survey estimates should be higher than the LMS survey estimates primarily because the LMS survey covers only the respondent.

Principal Findings: The reporting for full-time and part-time specialists was consistent across surveys.

Tables

Tables 3-21 through 3-25 show the estimates.

Items

See Section 3.4A.

Results in a Nutshell

Expectations were met at the national level and for most states. Estimation may be the cause for states not meeting expectations.

Basic Findings

Because the SASS survey was a sample of the CCD universe, the results of a data comparison between the LMS survey and the SASS survey should be (and were) similar. The public school LMS/CCD survey ratio for librarians and media specialists was 0.72 (see Section 3.6B). The ratios of the LMS survey estimates to the SASS survey estimates were 0.57 and 0.80 for public and BIA schools, respectively, for full-time specialists/librarians.

For those selecting the part-time check box, the ratios were 0.27 and 0.61 for the public and BIA schools, respectively. As shown in Table 3-24, however, a more accurate picture of the public schools part timers includes itinerant and long-term substitute librarians and results in a ratio of 0.61.

Other Findings

Estimation

For some states on Table 3-23, there was zero reporting on one survey, but data reported on the other survey. The ratios were shown as zero. As Table 3-24 shows, however, the zero totals for the LMS survey virtually disappeared when the itinerant and long-term substitute specialists/librarians also were assumed to be part time.

Table 3-19. Full-Time and Part-Time Counts for Library Media Specialists/Librarians by Type of School: The Schools and Staffing Survey Compared to the Library Media Specialist Survey for Linked Schools, 1993-94

		Specialist/Librarian on the LMS Survey					
		Full Time			Part Time		
		Public LMS (C1)	Private LMS (C2)	BIA LMS (C3)	Public LMS (C4)	Private LMS (C5)	BIA LMS (C6)
Specialist/ Librarian on the SASS Survey	Full time	1,086	439	52	74	63	4
		(82.3%)	(77.0%)	(91.2%)	(25.9%)	(17.4%)	(25.0%)
	Part time	116	105	3	181	254	9
		(8.8%)	(18.4%)	(5.3%)	(63.3%)	(70.0%)	(56.3%)
	Other	117	26	2	31	46	3
		(8.9%)	(4.6%)	(3.5%)	(10.8%)	(12.7%)	(18.8%)
Total		1,319	570	57	286	363	16

Abbreviations:
BIA = Bureau of Indian Affairs
LMS = Library Media Specialist/Librarian Survey
SASS = Schools and Staffing Survey

Notes:
Linked = Linked schools are those matching by identification number between surveys. The schools are on both surveys' mailing lists, that is, sample.

Other = Either the school was a nonrespondent or there were no specialists/librarians reported. Nonrespondent schools either are a nonresponse or have insufficient response: there is a school but the responses are insufficient for inclusion in the tabulated data.

Source: 1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)

1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-20. Librarian Classification of Main Assignment Counts by Type of School: The Library Media Specialist Survey Compared to the Schools and Staffing Survey for Linked Schools, 1993-94

LMS Survey - Classification of Main Assignment (C1)	At Least One Specialist/Librarian on the SASS Survey who is:					
	Full Time			Part Time		
	Public (C2)	Private (C3)	BIA (C4)	Public (C5)	Private (C6)	BIA (C7)
Regular full-time specialist/librarian	1,086 (73.3%)	439 (73.4%)	52 (75.4%)	116 (16.2%)	105 (17.1%)	3 (10.3%)
Part-time specialist/librarian	74 (5.0%)	63 (10.5%)	4 (5.8%)	181 (25.2%)	254 (41.4%)	9 (31.0%)
Itinerant specialist/librarian	79 (5.3%)	8 (1.3%)	3 (4.3%)	241 (33.6%)	9 (1.5%)	7 (24.1%)
Long-term substitute specialist/ librarian	9 (1.0%)	2 (0.3%)	0 (0.0%)	4 (0.6%)	5 (0.8%)	0 (0.0%)
Classroom teacher	19 (1.0%)	11 (1.8%)	4 (5.8%)	38 (5.3%)	51 (8.3%)	2 (6.9%)
Other professional staff	2 (0.1%)	8 (1.3%)	1 (1.4%)	14 (2.0%)	22 (3.6%)	1 (3.4%)
Support staff	5 (0.3%)	4 (0.7%)	0 (0.0%)	3 (0.4%)	9 (1.5%)	0 (0.0%)
Library aide	45 (3.0%)	1 (0.2%)	1 (1.4%)	32 (4.5%)	9 (1.5%)	2 (6.9%)
Parent volunteer	0 (0.0%)	7 (1.2%)	0 (0.0%)	0 (0.0%)	35 (5.7%)	1 (3.4%)
Nonrespondent[2]	141 (9.5%)	40 (6.7%)	3 (4.3%)	54 (7.5%)	56 (9.1%)	4 (13.8%)
Out-of-scope[3]	22 (1.5%)	15 (2.5%)	1 (1.4%)	34 (4.7%)	58 (9.5%)	0 (0.0%)
Total	1,482	598	69	717	613	29

Abbreviations:
LMS = Library Media Specialist/Librarian Survey SASS = Schools and Staffing Survey

Notes:
Linked = Linked schools are those matching by identification number between schools. The schools are on both surveys' mailing lists, that is, sample.

Nonrespondent = Either a nonresponse or insufficient response: the school has a librarian, but the remainder of the survey responses are insufficient for inclusion in the tabulated data.

Out-of-scope = For the LMS survey, the school reported no librarians or has no library.

Source: 1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-21. Full-Time Library Media Specialist/Librarian Estimates for Public Schools: The Library Media Specialist Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMS Survey (C1)	SASS Survey (C2)	LMS/SASS (C1/C2)
United States	29,796.4	52,032.1	0.57
Alabama	1,107.7	1,199.7	0.92
Alaska	15.0	187.1	0.08
Arizona	458.0	834.5	0.55
Arkansas	851.6	951.1	0.90
California	2,306.3	2,494.9	0.92
Colorado	482.7	928.5	0.52
Connecticut	89.0	599.2	0.15
Delaware	29.2	140.6	0.21
District of Columbia	12.7	157.4	0.08
Florida	755.3	2,512.4	0.30
Georgia	674.9	1,917.0	0.35
Hawaii	56.0	259.3	0.22
Idaho	203.5	238.9	0.85
Illinois	1,140.2	2,081.2	0.55
Indiana	665.5	1,195.8	0.56
Iowa	792.8	596.3	1.33
Kansas	786.6	674.1	1.17
Kentucky	370.9	1,097.8	0.34
Louisiana	935.8	1,146.0	0.82
Maine	313.7	242.4	1.29
Maryland	141.5	1,026.8	0.14
Massachusetts	397.8	799.3	0.50
Michigan	507.2	1,724.3	0.29
Minnesota	533.6	831.3	0.64
Mississippi	709.9	782.8	0.91
Missouri	1,115.6	1,113.3	1.00
Montana	347.7	273.1	1.27
Nebraska	477.0	453.1	1.05
Nevada	99.2	311.2	0.32
New Hampshire	155.7	210.3	0.74
New Jersey	108.1	1,549.2	0.07
New Mexico	344.7	383.1	0.90
New York	551.0	2,978.2	0.19
North Carolina	1,355.3	1,951.3	0.69
North Dakota	149.0	108.9	1.37
Ohio	844.0	2,093.1	0.40
Oklahoma	1,179.4	897.7	1.31
Oregon	304.9	523.6	0.58
Pennsylvania	786.3	1,981.3	0.40
Rhode Island	68.9	144.3	0.48
South Carolina	499.3	1,091.1	0.46
South Dakota	286.1	186.4	1.54
Tennessee	882.6	1,312.0	0.67
Texas	3,298.0	4,442.2	0.74
Utah	328.3	367.8	0.89
Vermont	77.6	183.4	0.42
Virginia	716.0	1,691.1	0.42
Washington	402.4	1,280.8	0.31
West Virginia	311.9	404.4	0.77
Wisconsin	592.5	1,331.2	0.45
Wyoming	177.3	151.5	1.17

By Descending LMS/SASS Ratio	LMS/SASS (C1/C2)
United States	0.57
South Dakota	1.54
North Dakota	1.37
Iowa	1.33
Oklahoma	1.31
Maine	1.29
Montana	1.27
Wyoming	1.17
Kansas	1.17
Nebraska	1.05
Missouri	1.00
California	0.92
Alabama	0.92
Mississippi	0.91
New Mexico	0.90
Arkansas	0.90
Utah	0.89
Idaho	0.85
Louisiana	0.82
West Virginia	0.77
Texas	0.74
New Hampshire	0.74
North Carolina	0.69
Tennessee	0.67
Minnesota	0.64
Oregon	0.58
Indiana	0.56
Arizona	0.55
Illinois	0.55
Colorado	0.52
Massachusetts	0.50
Rhode Island	0.48
South Carolina	0.46
Wisconsin	0.45
Vermont	0.42
Virginia	0.42
Ohio	0.40
Pennsylvania	0.40
Georgia	0.35
Kentucky	0.34
Nevada	0.32
Washington	0.31
Florida	0.30
Michigan	0.29
Hawaii	0.22
Delaware	0.21
New York	0.19
Connecticut	0.15
Maryland	0.14
District of Columbia	0.08
Alaska	0.08
New Jersey	0.07

Abbreviations
LMS = Library Media Specialist
SASS = Schools and Staffing Survey

Notes
The LMS survey covers the respondent only.

Source
1993-94 Library Media Specialist Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U. S. Department of Education, National Center for Education Statistics)

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Table 3-22. Full-Time Library Media Specialist/Librarian Estimates for Bureau of Indian Affair Schools: The Library Media Specialist Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMS Survey (C1)	SASS Survey (C2)	LMS/SASS (C1/C2)
United States	75.6	94.2	0.80
Arizona	24.2	30.2	0.80
California	1.5	1.0	1.54
Kansas	1.0	1.0	0.91
Michigan	0.7	1.0	0.72
Minnesota	2.5	3.1	0.82
Mississippi	1.1	0.0	0.00
New Mexico	20.3	22.2	0.92
North Carolina	2.2	2.0	1.08
North Dakota	8.3	8.0	1.04
Oklahoma	2.2	2.0	1.08
Oregon	1.3	1.0	1.30
South Dakota	7.8	18.5	0.42
Utah	0.0	1.0	0.00
Washington	1.3	2.0	0.64
Wisconsin	1.1	1.0	1.15

By Descending LMS/SASS Ratio	LMS/SASS (C1/C2)
United States	0.80
California	1.54
Oregon	1.30
Wisconsin	1.15
North Carolina	1.08
Oklahoma	1.08
North Dakota	1.04
New Mexico	0.92
Kansas	0.91
Minnesota	0.82
Arizona	0.80
Michigan	0.72
Washington	0.64
South Dakota	0.42
Mississippi	0.00
Utah	0.00

Abbreviations:
LMS = Library Media Specialist/Librarian
SASS = Schools and Staffing Survey

Notes:
The LMS survey covers the respondent only.

Source:
1993-94 Library Media Specialist /Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U. S. Department of Education, National Center for Education Statistics)

Table 3-23. Part-Time Library Media Specialist/Librarian Estimates for Public Schools: The Library Media Specialist Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMS Survey (C1)	SASS Survey (C2)	LMS/SASS (C1/C2)
United States	6,325.1	23,093.5	0.27
Alabama	15.1	77.6	0.19
Alaska	38.9	127.9	0.30
Arizona	0.0	165.8	0.00
Arkansas	54.6	182.8	0.30
California	1,751.0	2,318.3	0.76
Colorado	151.7	311.0	0.49
Connecticut	42.5	219.1	0.19
Delaware	1.9	36.8	0.05
District of Columbia	0.0	2.5	0.00
Florida	2.3	52.6	0.04
Georgia	56.4	61.3	0.92
Hawaii	0.0	2.6	0.00
Idaho	101.6	219.6	0.46
Illinois	432.9	1,223.2	0.35
Indiana	39.0	603.9	0.06
Iowa	188.0	887.1	0.21
Kansas	78.7	809.5	0.10
Kentucky	66.4	361.9	0.18
Louisiana	63.7	258.4	0.25
Maine	20.0	213.5	0.09
Maryland	29.2	284.0	0.10
Massachusetts	43.1	570.2	0.08
Michigan	207.9	641.1	0.32
Minnesota	62.1	671.1	0.09
Mississippi	2.0	67.9	0.03
Missouri	285.7	1,074.1	0.27
Montana	310.6	542.7	0.57
Nebraska	270.5	527.9	0.51
Nevada	6.7	43.1	0.16
New Hampshire	31.8	154.2	0.21
New Jersey	274.5	717.4	0.38
New Mexico	13.6	138.4	0.10
New York	0.0	1,016.2	0.00
North Carolina	43.2	260.6	0.17
North Dakota	226.5	359.8	0.63
Ohio	64.7	1,285.4	0.05
Oklahoma	253.7	772.7	0.33
Oregon	80.6	402.5	0.20
Pennsylvania	0.0	1,275.9	0.00
Rhode Island	15.5	158.6	0.10
South Carolina	20.8	57.4	0.36
South Dakota	237.0	403.6	0.59
Tennessee	42.0	283.5	0.15
Texas	54.6	1,166.6	0.05
Utah	39.6	178.2	0.22
Vermont	63.6	124.5	0.51
Virginia	22.4	103.1	0.22
Washington	152.3	496.1	0.31
West Virginia	139.6	218.5	0.64
Wisconsin	204.5	810.5	0.25
Wyoming	22.3	152.3	0.15

By Descending LMS/SASS Ratio	LMS/SASS (C1/C2)
United States	0.27
Georgia	0.92
California	0.76
West Virginia	0.64
North Dakota	0.63
South Dakota	0.59
Montana	0.57
Nebraska	0.51
Vermont	0.51
Colorado	0.49
Idaho	0.46
New Jersey	0.38
South Carolina	0.36
Illinois	0.35
Oklahoma	0.33
Michigan	0.32
Washington	0.31
Alaska	0.30
Arkansas	0.30
Missouri	0.27
Wisconsin	0.25
Louisiana	0.25
Utah	0.22
Virginia	0.22
Iowa	0.21
New Hampshire	0.21
Oregon	0.20
Alabama	0.19
Connecticut	0.19
Kentucky	0.18
North Carolina	0.17
Nevada	0.16
Tennessee	0.15
Wyoming	0.15
Maryland	0.10
New Mexico	0.10
Rhode Island	0.10
Kansas	0.10
Maine	0.09
Minnesota	0.09
Massachusetts	0.08
Indiana	0.06
Delaware	0.05
Ohio	0.05
Texas	0.05
Florida	0.04
Mississippi	0.03
Arizona	0.00
Hawaii	0.00
New York	0.00
District of Columbia	0.00
Pennsylvania	0.00

Abbreviations: LMS = Library Media Specialist/Librarian SASS = Schools and Staffing Survey

Notes:
The LMS survey covers the respondent only.

Source:
1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-24. Part-Time, Itinerant or Long-Term Substitute Library Media Specialist/Librarian Estimates for Public Schools: The Library Media Specialist Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMS Survey (C1)	SASS Survey (C2)	LMS/SASS (C1/C2)
United States	14,160.9	23,093.5	0.61
Alabama	53.8	77.6	0.69
Alaska	38.9	127.9	0.30
Arizona	79.4	165.8	0.48
Arkansas	221.3	182.8	1.21
California	2,404.2	2,318.3	1.04
Colorado	218.2	311.0	0.70
Connecticut	73.0	219.1	0.33
Delaware	5.7	36.8	0.15
District of Columbia	0.0	2.5	0.00
Florida	21.7	52.6	0.41
Georgia	56.4	61.3	0.92
Hawaii	3.7	2.6	1.42
Idaho	123.0	219.6	0.56
Illinois	1,072.6	1,223.2	0.88
Indiana	108.6	603.9	0.18
Iowa	684.6	887.1	0.77
Kansas	586.3	809.5	0.72
Kentucky	124.5	361.9	0.34
Louisiana	167.9	258.4	0.65
Maine	165.3	213.5	0.77
Maryland	29.2	284.0	0.10
Massachusetts	301.3	570.2	0.53
Michigan	343.9	641.1	0.54
Minnesota	290.7	671.1	0.43
Mississippi	143.3	67.9	2.11
Missouri	757.5	1,074.1	0.71
Montana	469.4	542.7	0.86
Nebraska	543.9	527.9	1.03
Nevada	6.7	43.1	0.16
New Hampshire	69.0	154.2	0.45
New Jersey	354.8	717.4	0.49
New Mexico	76.0	138.4	0.55
New York	105.9	1,016.2	0.10
North Carolina	165.5	260.6	0.64
North Dakota	308.9	359.8	0.86
Ohio	249.0	1,285.4	0.19
Oklahoma	619.2	772.7	0.80
Oregon	126.6	402.5	0.31
Pennsylvania	239.1	1,275.9	0.19
Rhode Island	66.3	158.6	0.42
South Carolina	24.1	57.4	0.42
South Dakota	359.7	403.6	0.89
Tennessee	219.1	283.5	0.77
Texas	835.6	1,166.6	0.72
Utah	110.6	178.2	0.62
Vermont	91.3	124.3	0.73
Virginia	114.6	103.1	1.11
Washington	179.2	496.1	0.36
West Virginia	254.9	218.5	1.17
Wisconsin	399.5	810.5	0.49
Wyoming	97.0	152.3	0.64

By Descending LMS/SASS Ratio	LMS/SASS (C1/C2)
United States	0.61
Mississippi	2.11
Hawaii	1.42
Arkansas	1.21
West Virginia	1.17
Virginia	1.11
California	1.04
Nebraska	1.03
Georgia	0.92
South Dakota	0.89
Illinois	0.88
Montana	0.86
North Dakota	0.86
Oklahoma	0.80
Maine	0.77
Tennessee	0.77
Iowa	0.77
Vermont	0.73
Kansas	0.72
Texas	0.72
Missouri	0.71
Colorado	0.70
Alabama	0.69
Louisiana	0.65
Wyoming	0.64
North Carolina	0.64
Utah	0.62
Idaho	0.56
New Mexico	0.55
Michigan	0.54
Massachusetts	0.53
New Jersey	0.49
Wisconsin	0.49
Arizona	0.48
New Hampshire	0.45
Minnesota	0.43
South Carolina	0.42
Rhode Island	0.42
Florida	0.41
Washington	0.36
Kentucky	0.34
Connecticut	0.33
Oregon	0.31
Alaska	0.30
Ohio	0.19
Pennsylvania	0.19
Indiana	0.18
Nevada	0.16
Delaware	0.15
New York	0.10
Maryland	0.10
District of Columbia	0.00

Abbreviations: LMS = Library Media Specialist/Librarian SASS = Schools and Staffing Survey

Notes:
The LMS survey covers the respondent only.

Source:
1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Table 3-25. Part-Time Library Media Specialist/Librarian Estimates for Bureau of Indian Affair Schools: The Library Media Specialist Survey Compared to the Schools and Staffing Survey by State, 1993-94

By Alphabetical State Order	LMS Survey (C1)	SASS Survey (C2)	LMS/SASS (C1/C2)
United States	19.1	31.1	0.61
Arizona	2.2	9.0	0.24
Florida	1.2	1.0	1.21
Iowa	1.1	1.0	1.13
Mississippi	0.0	1.0	0.00
Montana	2.1	1.0	2.13
Nevada	1.3	1.0	1.28
New Mexico	4.7	6.0	0.78
North Dakota	2.5	4.0	0.63
South Dakota	1.5	5.1	0.30
Washington	1.2	1.0	1.16
Wyoming	1.3	1.0	1.21

By Descending LMS/SASS Ratio	LMS/SASS (C1/C2)
United States	0.61
Montana	2.13
Nevada	1.28
Florida	1.21
Wyoming	1.21
Washington	1.16
Iowa	1.13
New Mexico	0.78
North Dakota	0.63
South Dakota	0.30
Arizona	0.24
Mississippi	0.00

Abbreviations:
LMS = Library Media Specialist/Librarian
SASS = Schools and Staffing Survey

Notes:
The LMS survey covers the respondent only.

Source:
1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Section 3.5A LMS and SASS Survey (Public): Librarian Role in Decision Making Definitions

Definitions and Items

LMS

LMS Item 21a = "For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree."

LMS Item 21b = "The school administration's behavior toward the library media center staff is supportive and encouraging."

LMS Item 21f = "The principal talks with me frequently about the library media program."

LMS Item 21o = "This school's administration knows the problems faced by the library media staff."

LMS Item 21g = "Most of my colleagues in this school share my beliefs and values about what the central mission of the library media program should be."

LMS Item 21i = "There is a great deal of cooperative effort among staff members in this school."

LMS Item 21u = "I plan with teachers for the integration of library media services into the curriculum."

LMS Item 21w = "My role as a library media specialist/librarian is well understood by the faculty in this school."

SASS

SASS Item 33a = "Does this school have a decision-making body other than a school board, student council, parent/teacher association (PTA), or parent/teacher organization (PTO)?"

SASS Item 33c = "[The decision-making team] Brings administrators and teachers together on school resource issues"

Discussion

The public school SASS survey asked if there was a school decision-making body that brings administrators, teachers, parents, students, and other community representatives together on school resource issues; it did not refer to librarians. The public school LMS survey asked for the library media specialist/librarian's opinion on factors relating to inclusion in school-wide decision making. Both linked schools counts and national estimates for the SASS survey and the LMS survey can be examined for agreement. For example, if there was a decision-making body, positive responses on the LMS survey should indicated the librarian/library media specialist was included.

Responses to Items 21b through 21w on the LMS survey were indicative of the inclusion or exclusion of the librarian in any decision-making body.

For purposes of comparison (see Section 3.5B), positive responses to two of Items 21b, 21f or 21o were considered indicative of cooperation between the librarian and the school's administration. Positive responses to two of Items 21g, 21i, 21u or 21w were considered indicative of cooperation in decision making between the librarian and the teaching staff.

Related Report Sections

See Section 3.5B.

Section 3.5B LMS and SASS Survey (Public): Librarian Role in Decision Making Counts

Comparison

Items on the SASS survey indicating the presence of a decision-making body were compared to items indicating the inclusion of the librarian in decisions on the LMS survey.

Hypothesis

The data should show a consistency between the surveys.

Principal Findings: There was a fair amount of consistency between the surveys.

Tables

Table 3-26 shows the data comparison results.

Items

See Section 3.5A.

Results in a Nutshell

More than half of the specialists/librarians felt included in decision making for schools reporting a decision-making body that brings administrators and teachers together, according to the LMS survey. The percentage of librarians who felt included in decision making was higher for all schools, with or without a decision-making team, than for those with a decision-making team.

Intersurvey Agreement and Disagreement

Intersurvey Agreement

More than half of the specialists/librarians working for linked schools reporting a decision-making team were included in decision making. There were slightly more included in decision making with administration than with teachers. On the SASS survey, 3,626 schools indicated the presence of a decision-making body that brought administrators and teachers together. Of these, 980 linked to the LMS survey. For the 980 schools, 556 (56.7 percent) of the specialists librarians reported they were included in decision making with the school's administration. There were 514 (52.4 percent) indicating involvement in decision making with the school's faculty. There were 526 (53.7 percent) reporting they were included by both administrators and faculty.

Intersurvey Disagreement

For the 980 SASS survey schools reporting a decision-making body that brings administrators and teachers together and linking to the LMS survey, 119 (12.1 percent) specialists/librarians reported no involvement in decision making with administration on the LMS survey. Another 161 (16.4 percent) reported no inclusion in decision making with faculty. Sixty-seven (6.8 percent) indicated no inclusion in decision making in a joint librarian/administration/faculty team.

This does not, however, necessarily indicate disagreement in reporting between the surveys. The SASS survey does not mention librarians as part of the decision-making body. It may be that librarians are not included on the teams for these schools.

Other Findings

Estimation

Table 3-26 shows estimates for all, not just linked, in-scope schools for the two surveys for librarian involvement in decision making. It was interesting that the percentage of counts of librarians who felt included in decision making was higher for all schools, 67.3 percent, than for the 980 schools with a decision-making team, 53.7 percent. Perhaps the presence of a formal team clarified whether the librarian was or was not included.

Table 3-26. Librarian Involvement in Decision-Making Counts and Estimates for Public Schools: the Library Media Specialist Survey Compared to the Schools and Staffing Survey, 1993-94

	LMS Survey									
	Linked Schools[1]						All Schools			
	Team Exists						Team May or May Not Exist			
Decision Making	Librarian/Administration		Librarian/Faculty		Librarian/Faculty/ Administration		Librarian/Faculty/Administration			
	Counts	Percentages	Counts	Percentages	Counts	Percentages	Counts	Percentages	Estimates	Percentages
Involvement[2]	556	56.7	514	52.4	526	53.7	1,493	67.3	27,730.9	76.8
Noninvolvement	119	12.1	161	16.4	67	6.8	173	7.8	3,062.7	8.5
Nonrespondent[3]	88	9.0	88	9.0	88	9.0	272	12.3	0.0	0.0
Neutral[4]	0	0.0	0	0.0	82	8.4	279	12.6	5,327.8	14.7
Out-of-Scope	217	22.1	217	22.1	217	22.1	0	0.0	0.0	0.0
Total	980	100.0	980	100.0	980	100.0	2,217	100.0	36,121.5	100.0

	SASS Survey All Schools			
	Presence of a Decision Making Team[5]			
	Counts	Percentages	Estimates	Percentages
Yes	3,626	41.4	33,764.7	41.8
No[6]	5,141	58.6	46,975.4	58.2
Total In-Scope	8,767	100.0	80,740.1	100.0

Abbreviations:
LMS = Library Media Specialist/Librarian
SASS = Schools and Staffing Survey

Continued on next page

Table 3-26. Librarian Involvement in Decision-Making Counts and Estimates for Public Schools: the Library Media Specialist Survey Compared to the Schools and Staffing Survey, 1993-94 - Continued

Notes:

1. Linked schools are those that match by identification number between surveys. The schools are on both surveys' mailing list, that is, sample or universe. There were 980 linked schools reporting a decision-making body that brought administrators and teachers together on school resource issues on the SASS survey and linked to the LMS survey.

2. Involvement = Those schools where the librarian reported attitudes that indicated involvement in decision-making.

3. Scope = Scope is the classification of survey units by type of response or nonresponse. For the LMS survey, there are in-scopes, nonrespondents, and out-of-scopes. Nonrespondents are schools with a librarian and reporting at least certain items. Out-of-scopes are cases where there is no librarian. Nonrespondents are a combination or reported data and missing responses, the school has a librarian, but the remainder of the responses are insufficient for inclusion in tabulated data.

4. Neutral = not meeting the criteria for involvement or noninvolvement at this level

5. There are no blank data fields for this item on the SASS survey.

6. There were 3,976 schools that reported no decision-making team. There were 1,165 schools that reported a team, but not one that brought administrators and teachers together.

Source:
1993-94 Library Media Specialist /Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

Library Media Specialist Surveys Compared to Other Surveys - continued

Section 3.6A LMS and CCD State Nonfiscal Survey (Public): Librarian Definitions

Definitions and Items

LMS

LMS Item 2 = "How do you classify your MAIN assignment at THIS school (i.e., the activity at which you spend MOST of your time) this school year?"

Check Box 1 = "Itinerant library media specialist/ librarian (i.e., your assignment requires you to provide library media services at more than 1 school)"

Check Box 2 = "Regular full-time library media specialist/librarian at this school"

Check Box 3 = "Part-time library media specialist/librarian"

Check Box 4 = "Long-term substitute library media specialist/librarian (i.e., your assignment requires you fill the role of a regular library media specialist/ librarian on a long-term basis, but you are still considered a substitute)"

CCD

Item C04 (F04) = "Librarians/Media Specialists"

Discussion

For specialists/librarians, the CCD state nonfiscal survey counts and the public school LMS survey estimates can be compared. The LMS survey respondents who indicated the main assignment of a library media specialist/librarian compared to those counted as librarians and media specialists on the CCD state nonfiscal survey. Because the LMS survey counted only the respondent, the CCD state nonfiscal survey counts for specialists/librarians should equal or exceed the estimates for those reporting on the LMS survey.

The CCD state nonfiscal survey suggested the librarians and media specialists were in charge of books and printed materials. Most libraries have a larger printed collection than audiovisual or computer resources. Also, traditionally the library is a depository of books and other printed materials. Thus, it can be assumed the CCD state nonfiscal survey counts the librarian in a typical library in the specialist/librarian category. (see the comparisons of definitions of personnel under Section 4.0A.)

The LMS survey also indicated the librarian or media specialist was the person in charge of the printed collection. The LMS survey requested the "school employee who is responsible for this school's library, that is, the library media specialist or librarian" complete the survey. Because there was nothing contradictory in the library definition, tradition would cause the assumption that the librarian or media library specialist was the person in charge of the printed materials if the school had printed, audiovisual and computer resources under different staffs.

For the future, the resources invested in the three areas (print, audiovisual and computer) may change in proportions. If the majority of resources shift to computer and/or audiovisual resources, the CCD state nonfiscal survey counts for librarians and media specialists may decline, and the count for the library and media support staff may increase. The counts for the LMS survey would not be affected.

Related Report Sections

See Section 3.6B.

Section 3.6B LMS and CCD State Nonfiscal Survey (Public): Librarian Estimates

Comparison

The estimates of specialists/librarians for the public school LMS survey and the CCD state nonfiscal survey were compared.

Hypothesis

The main difference in counts should be due to the CCD state nonfiscal survey inclusion of all librarians while the LMS survey counts only the librarian.

Principal Findings: The reporting between surveys for librarians was generally consistent.

Tables

Table 3-27 shows the results.

Items

See Section 3.6A.

Results in a Nutshell

Expectations were met at the national level and for the majority of states.

Basic Findings

The expectation that the counts of all librarians on one survey would exceed the counts of respondents on the other survey was met at the national level and for most states. The ratios shown in Table 3-27 ranged from 0.07 to 4.37. The average for the nation was 0.72.

There were a few states where the CCD survey counts exceeded the LMS survey more than expected. This may be due to libraries headed by other professionals, nonprofessionals or volunteers who were counted as librarians/media specialists on the CCD state nonfiscal survey. Another possible explanation lies in the differing presentation of resources (printed, audiovisual or computer) in the library definitions for the CCD survey. See Section 4.0A.

There were 16 states in Table 3-27 for which the estimate from the LMS survey exceeded the CCD state nonfiscal survey's count, the opposite of expectations. Some of this may be differing units of collection or an estimation issue as was indicated by the LMC survey comparison to the CCD surveys.

Other Findings

Estimation

California's report of 928.0 on the CCD state nonfiscal survey appeared to be a data error. California ranked first for all states for the number of specialists/librarians according to the LMS survey data but twenty-fifth per the CCD state nonfiscal survey. California ranked first for this data on both the LMC and the SASS surveys. State rankings are discussed further in Section 5.1.

Table 3-27. Library Media Specialist/Librarian Estimates for Public Schools: The Library Media Specialist Survey Compared to the Common Core of Data State Nonfiscal Survey by State, 1993-94

By Alphabetical State Order	LMS Survey (C1)	CCD Survey (C2)	LMS/CCD (C1/C2)
United States	36,121.6	50,501.0	0.72
Alabama	1,122.8	1,194.0	0.94
Alaska	53.9	156.0	0.35
Arizona	458.0	773.0	0.59
Arkansas	906.2	948.0	0.96
California	4,057.3	928.0	4.37
Colorado	634.5	704.0	0.90
Connecticut	131.5	654.0	0.20
Delaware	31.1	116.0	0.27
District of Columbia	12.7	173.0	0.07
Florida	757.5	2,513.0	0.30
Georgia	731.3	2,053.0	0.36
Hawaii	56.0	286.0	0.20
Idaho	305.1	168.0	1.82
Illinois	1,573.1	1,973.0	0.80
Indiana	704.5	1,047.0	0.67
Iowa	980.9	652.0	1.50
Kansas	865.4	973.0	0.89
Kentucky	437.4	1,187.0	0.37
Louisiana	999.5	1,217.0	0.82
Maine	333.7	241.0	1.38
Maryland	170.6	1,078.0	0.16
Massachusetts	440.9	567.0	0.78
Michigan	715.0	1,500.0	0.48
Minnesota	595.7	984.0	0.61
Mississippi	711.9	640.0	1.11
Missouri	1,401.3	1,261.0	1.11
Montana	658.3	339.0	1.94
Nebraska	747.6	558.0	1.34
Nevada	105.9	239.0	0.44
New Hampshire	187.5	254.0	0.74
New Jersey	382.6	1,800.0	0.21
New Mexico	358.3	243.0	1.47
New York	551.0	2,983.0	0.18
North Carolina	1,398.5	2,151.0	0.65
North Dakota	375.5	179.0	2.10
Ohio	908.7	1,776.0	0.51
Oklahoma	1,433.1	860.0	1.67
Oregon	385.5	665.0	0.58
Pennsylvania	786.3	2,170.0	0.36
Rhode Island	84.4	82.0	1.03
South Carolina	520.1	1,085.0	0.48
South Dakota	523.1	208.0	2.51
Tennessee	924.7	1,280.0	0.72
Texas	3,352.6	4,143.0	0.81
Utah	367.9	267.0	1.38
Vermont	141.2	199.0	0.71
Virginia	738.3	1,945.0	0.38
Washington	554.7	1,255.0	0.44
West Virginia	451.5	360.0	1.25
Wisconsin	796.9	1,339.0	0.60
Wyoming	199.6	135.0	1.48

By Descending LMS/CCD Ratio	LMS/CCD (C1/C2)
United States	0.72
California	4.37
South Dakota	2.51
North Dakota	2.10
Montana	1.94
Idaho	1.82
Oklahoma	1.67
Iowa	1.50
Wyoming	1.48
New Mexico	1.47
Maine	1.38
Utah	1.38
Nebraska	1.34
West Virginia	1.25
Mississippi	1.11
Missouri	1.11
Rhode Island	1.03
Arkansas	0.96
Alabama	0.94
Colorado	0.90
Kansas	0.89
Louisiana	0.82
Texas	0.81
Illinois	0.80
Massachusetts	0.78
New Hampshire	0.74
Tennessee	0.72
Vermont	0.71
Indiana	0.67
North Carolina	0.65
Minnesota	0.61
Wisconsin	0.60
Arizona	0.59
Oregon	0.58
Ohio	0.51
South Carolina	0.48
Michigan	0.48
Nevada	0.44
Washington	0.44
Virginia	0.38
Kentucky	0.37
Pennsylvania	0.36
Georgia	0.36
Alaska	0.35
Florida	0.30
Delaware	0.27
New Jersey	0.21
Connecticut	0.20
Hawaii	0.20
New York	0.18
Maryland	0.16
District of Columbia	0.07

Abbreviations: CCD = Common Core of Data; LMS = Library Media Specialist/Librarian

Notes:
The LMS survey covers the respondent only. The CCD is collected in full-time equivalents.

Source:
1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Common Core of Data State Nonfiscal Survey data file (U.S. Department of Education, National Center for Education Statistics)

CHAPTER 4. LIBRARY STAFF

Library Media Center Surveys Compared to Common Core of Data State Nonfiscal Survey

Section 4.0A LMC and CCD State Nonfiscal Survey (Public): Total Library Staff Definitions:

Definitions and Items

LMC

LMC Item 1a = "How many state-certified library media specialists work in this school's library media center?"

LMC Item 1b = "How many professional staff members working in this school's library media center are NOT certified as library media specialists?"

LMC Item 1c = "How many other PAID employees work in this school's library media center?"

CCD

"Librarians and Media Specialists -

> Librarians are those professional staff members and supervisors who are assigned specific duties and school time to professional library service activities, including: selecting, acquiring, preparing, cataloging and circulating books and other printed materials, planning the use of the library by students, teachers and other members of the instructional staff; and guiding individuals in their use of library books and materials, whether maintained separately or as a part of an instructional materials center."

"Library and Media Support Staff -

> Library support staff are those staff members who render other professional library services, including selecting, preparing, caring for and making available to members of the instructional staff the equipment, films, filmstrips, transparencies, tapes, television programs and similar materials, whether maintained separately or as part of an instructional materials center.
>
> - INCLUDE activities in the audiovisual center, television studio, and related work-study areas and services provided by audiovisual personnel.
> - INCLUDE library aides and those involved in library/media support."

CCD Item C04 (FO4) = "Librarians/Media Specialists"

CCD Item C05 (F05) = "Library/Media Support Staff"

Discussion

Estimates for library staff from the LMC survey can be compared to the universe counts from the CCD state nonfiscal survey. Table 4-1 shows key comparisons of the definitions for library media specialists and other library staff between the LMC survey and the CCD state nonfiscal survey.

The public school LMC survey did not present definitions of personnel. These definitions must be construed from the definition of a library (see Section 2.0A) and the three staff categories requested by the questions.

Table 4-2 shows various ways the CCD state nonfiscal survey library staff definitions could be interpreted based on assumptions made by the respondent.

- Assumption one focused on whether a position was professional or nonprofessional.
- Assumption two focused on materials worked with. The CCD state nonfiscal survey definitions concentrated on identifying the duties and materials used by the staff.
- Assumption three considered all staff to be professional as stated in the CCD state nonfiscal survey definitions. Classification was

determined by type of materials worked with.

Sometimes the respondent skips the definitions or forgets them while completing the form. The form asked for "Librarians/Media Specialists" and "Library/Media Support Staff." The wording of these two categories, considered on their own, suggested placing other professionals and nonprofessionals working in the library in the support staff category.

There may be differences in estimates due to the units of collection. The CCD state nonfiscal survey collected counts in full-time equivalents. The LMC survey collected librarian counts which were weighted to produce the estimates.

There may be differences in estimates due to the resources mentioned in the definitions. The CCD state nonfiscal survey does not mention computer resource staff in the library staff definitions.

There will be differences in estimates due to the levels of reporting. The CCD state nonfiscal survey respondents were the state coordinators, while the LMC survey respondents were the school staff. Thus, the CCD state nonfiscal survey may include district and regional level media services, while the LMC survey did not.

There may be differences in estimates due to volunteers. The LMC survey separated volunteers, while the CCD survey did not mention them.

The different reporting dates should not matter. The CCD state nonfiscal survey instructed the respondent to report as of October 1. The LMC survey was for the school year. The LMC survey did not specify a date for reporting information. Because schools report positions rather than current staff, however, there should be minimal differences due to timing.

Related Report Sections

See Section 4.0B.

Section 4.0B LMC and CCD State Nonfiscal Survey (Public): Total Library Staff Estimates

Comparison

Estimates of total library staff were compared between the LMC and CCD state nonfiscal surveys.

Hypothesis

The LMC survey estimates are expected to be higher primarily due to the different units of collection and inclusion of computer resource staff.

Principal Findings: The estimates of total library staff differed between surveys.

Tables

Table 4-4 shows the results.

Items

See Section 4.0A.

Results in a Nutshell

The LMC survey estimates were higher, probably due to the different units of collection and the inclusion of computer resource staff. The magnitude of the differences, however, suggested additional causes such as the levels of reporting or an estimation issue for the LMC survey.

Basic Findings

In all states, the LMC survey estimate was equal to or higher than the CCD state nonfiscal survey total. The national ratio was 1.59. The LMC survey estimates, however, may be too high. The data suggested that, for thirteen states, more than twice as many library personnel were computer resource personnel than were librarians/specialists, library aides and other professionals. It was unknown how much of the difference was due to different units of collection. Differences also could be due to the levels of reporting or an estimation issue for the LMC survey data.

Other Findings

Estimation

For the individual school records on the LMC survey, the schools with the highest weights should report the fewest personnel. (The schools with the highest weights should represent the smaller schools.) This was not always the case.

Example: There were 112 public schools in Massachusetts. The weights ranged from 2.6 to 56.7. Responses ranged from zero to nine. For the three highest weights, two respondents with weights of 56.7 and 56.3 reported a count of three for staff. Also notable, respondents with weights of 36.5, 27.6 and 25.7, reported four, five and three staff members, respectively.

Table 4-1. Key Definition Differences for Library Media Center Staff: The LMC Survey Compared to the CCD State Nonfiscal Survey

Type of Library Media Center Staff	Key Definitions Features: The Public School LMC Survey	Type of Library Media Center Staff	Key Definitions Features: The CCD State Nonfiscal Survey
Library media specialist	• *state certified* • eligible for state certification upon completion of probation	Librarians and media specialists	• *professionals* with *specific duties* focusing on printed materials
Other professional staff	• *nonstate-certified* library media specialists • *any professional* working in the media center	Library and media support staff	• *other professionals* who focus on audiovisual services
Other paid staff	paid • *clerical staff* • *library aides* • other support staff		• *library aides* • "those involved in library/media support"
Volunteers	unpaid services	Volunteers	not mentioned

Abbreviations:
CCD = Common Core of Data Survey
LEA = Local Education Agency Survey
LMC = Library Media Center Survey

Table 4-2. Differing Interpretations of Library Media Center Staff Categories for the CCD State Nonfiscal Survey

Assumption: The key difference in descriptions is professional training: Librarians and media specialists are professionals; library support staff are nonprofessionals.

Librarians and Media Specialists	Library and Media Support Staff
Librarians and media specialists with degrees	Librarians and media specialists without degrees
Audiovisual resource staff with degrees	Audiovisual resource staff without degrees
Library aides with (any) degree	Library aides without degrees
	Clerks

Assumption: The key difference in descriptions is the type of materials worked with: Librarians and media specialists are those working with printed resources; library support staff are those working with audiovisual resources.

Librarians and Media Specialists	Library and Media Support Staff
Librarians and media specialists, with or without degrees, primarily working with printed materials	Librarians and media specialists, with or without degrees, primarily working with audiovisual resources
Other professionals primarily working with printed materials	Other professionals primarily working with audiovisual resources
Library aides primarily working with printed materials	Library aides primarily working with audiovisual resources
Clerks in the printed materials area	Clerks in the audiovisual area

Assumption: The staff must be professional for both categories. The break out is determined by the type of materials worked with: Librarians and media specialists are professionals who work with printed materials; library support staff are professionals who work with audiovisual resources.

Librarians and Media Specialists	Library and Media Support Staff
Librarians and media specialists with degrees primarily working with printed materials	Librarians and media specialists with degrees primarily working with audiovisual resources
Other professionals primarily working with printed materials	Other professionals primarily working with audiovisual resources
Library aides with degrees primarily working printed materials	Library aides with degrees primarily working with audiovisual resources

Abbreviations:
CCD = Common Core of Data

Notes:

This report assumes that a professional may have an associate, bachelor's, master's or doctoral degree. Note, however, that the American Association of School Librarians and the Association of Educational Communications and Technology consider the master's degree in library and information science and related fields to be the entry-level degree for a professional school librarian.

Note that computer resources are not mentioned by the CCD state nonfiscal survey definitions.

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Table 4-3. Coverage of Library Media Specialists/Librarians' Income: The Library Media Specialist Survey Compared to the National Public Education Financial Survey

Income	The NPEFS Survey Salaries for Instructional Staff Support Services	The LMS Survey Salaries for Librarians
Library media specialist duties at public schools	Yes	Yes
Library media specialist duties at district or regional level centers	Yes	No
Library media specialists teaching summer school	Yes	Yes
Library media specialists teaching during the school year	No	Yes
Library media specialists earning supplemental income from other duties or jobs within the school	Yes	Yes
Improvement of instruction and other support services (not related to the library media center)	Yes	No

Abbreviations:
LMS = Library Media Specialist/Librarian Survey
NPEFS = National Public Education Financial Survey

Note:
The NPEFS survey salaries for Instructional Staff Support Services include improvement of instruction, educational media services and other support services.

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Table 4-4. Total Library Media Center Staff Estimates for Public Schools: the Library Media Center Survey Compared to the Common Core of Data State Nonfiscal Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	CCD Survey (C2)	LMC/CCD (C1/C2)
United States	140,615.7	88,416	1.59
Alabama	1,902.6	1,365	1.39
Alaska	690.5	332	2.08
Arizona	2,031.5	1,390	1.46
Arkansas*	1,545.4	948	1.63
California	10,943.6	3,950	2.77
Colorado	2,427.1	1,786	1.36
Connecticut	1,562.4	1,307	1.20
Delaware	227.6	150	1.52
District of Columbia	219.0	177	1.24
Florida	4,583.5	3,218	1.42
Georgia	3,530.3	3,201	1.10
Hawaii	344.2	352	0.98
Idaho	939.0	345	2.72
Illinois	7,765.8	3,782	2.05
Indiana	3,448.1	2,470	1.40
Iowa	3,200.8	2,006	1.60
Kansas	2,932.5	1,442	2.03
Kentucky	2,345.8	1,659	1.41
Louisiana	1,931.7	1,323	1.46
Maine	1,023.6	526	1.95
Maryland	2,070.6	1,552	1.33
Massachusetts	2,522.6	858	2.94
Michigan	5,804.7	3,158	1.84
Minnesota	3,446.0	1,763	1.95
Mississippi	1,524.0	1,054	1.45
Missouri	3,400.0	2,573	1.32
Montana	1,529.4	491	3.11
Nebraska	2,140.7	823	2.60
Nevada	662.9	476	1.39
New Hampshire	733.6	553	1.33
New Jersey	4,157.3	2,457	1.69
New Mexico	827.4	554	1.49
New York	7,295.6	4,672	1.56
North Carolina	3,880.5	3,033	1.28
North Dakota	906.4	335	2.71
Ohio	6,033.5	3,878	1.56
Oklahoma*	3,052.6	860	3.55
Oregon	2,208.5	1,501	1.47
Pennsylvania	5,409.8	4,107	1.32
Rhode Island	480.6	182	2.64
South Carolina	2,088.7	1,805	1.16
South Dakota*	1,097.3	208	5.28
Tennessee	2,178.7	2,051	1.06
Texas	9,988.1	9,100	1.10
Utah	1,051.2	637	1.65
Vermont	585.6	372	1.57
Virginia	3,130.8	2,895	1.08
Washington	3,404.1	1,990	1.71
West Virginia	696.6	366	1.90
Wisconsin	4,013.9	2,066	1.94
Wyoming	698.8	317	2.20

By Descending LMC/CCD Ratio	LMC/CCD (C1/C2)
United States	1.59
South Dakota*	5.28
Oklahoma*	3.55
Montana	3.11
Massachusetts	2.94
California	2.77
Idaho	2.72
North Dakota	2.71
Rhode Island	2.64
Nebraska	2.60
Wyoming	2.20
Alaska	2.08
Illinois	2.05
Kansas	2.03
Minnesota	1.95
Maine	1.95
Wisconsin	1.94
West Virginia	1.90
Michigan	1.84
Washington	1.71
New Jersey	1.69
Utah	1.65
Arkansas*	1.63
Iowa	1.60
Vermont	1.57
New York	1.56
Ohio	1.56
Delaware	1.52
New Mexico	1.49
Oregon	1.47
Arizona	1.46
Louisiana	1.46
Mississippi	1.45
Florida	1.42
Kentucky	1.41
Indiana	1.40
Alabama	1.39
Nevada	1.39
Colorado	1.36
Maryland	1.33
New Hampshire	1.33
Missouri	1.32
Pennsylvania	1.32
North Carolina	1.28
District of Columbia	1.24
Connecticut	1.20
South Carolina	1.16
Georgia	1.10
Texas	1.10
Virginia	1.08
Tennessee	1.06
Hawaii	0.98

Abbreviations: CCD = Common Core of Data LMC = Library Media Center

Notes:
The CCD state nonfiscal survey collects data in full-time equivalents while the LMC survey collects counts. For this table, library media staff definitions include library media specialists/ librarians, other professionals working in the library, library aides, audiovisual resource staff, and . For the LMC survey, include computer resource staff and clerks. For the CCD survey, include district and regional level media services.

For states marked with an asterisk, the state coordinators indicated that the request for library/ media support staff counts on the CCD state nonfiscal survey was not applicable.

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Common Core of Data State Nonfiscal Survey data file (U.S. Department of Education, National Center for Education Statistics)

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Library Media Center Surveys Compared to Common Core of Data State Nonfiscal Survey - continued

Section 4.1A LMC and CCD State Nonfiscal Survey (Public): Other Professional Staff Definitions

Definitions and Items

LMC

LMC Item 1b = "How many professional staff members working in this school's library media center are NOT certified as library media specialists?"

CCD

"Library and Media Support Staff -

Library support staff are those staff members who render other professional library services, including selecting, preparing, caring for and making available to members of the instructional staff the equipment, films, filmstrips, transparencies, tapes, television programs and similar materials, whether maintained separately or as part of an instructional materials center.

- INCLUDE activities in the audiovisual center, television studio, and related work-study areas and services provided by audiovisual personnel.

- INCLUDE library aides and those involved in library/media support."

CCD Item C05 (F05) = "Library Media Support Staff"

Discussion

Other staff at the library may consist of professionals, library aides, television studio staff, computer learning laboratory staff and volunteers. Estimates for other professional staff at the library from the LMC survey were compared to the universe counts of support staff from the CCD state nonfiscal survey.

Other Professional Staff:

The issue was whether librarians were included in the "other professionals" category. The LMC survey "other professional" staff category included librarians who were not state certified. Whether the CCD state nonfiscal survey included librarians in the library and media support staff category was subject to interpretation.

Under the description for library and media support staff in the CCD state nonfiscal survey, the word "professional" appeared once. It indicated the intent was to collect only professionals. For purposes of comparison, the CCD state nonfiscal survey support staff was assumed to be professional. The two instructions following this paragraph, however, seem to contradict this intent:

- The first instructed the respondent to include "activities" in various areas and "audiovisual personnel," rather than specific staff and professionals.

- In the second, the description requested the respondent "INCLUDE library aides and those involved in Library Media support."

Again, there was no reference to professional training. This instruction also suggested the inclusion of clerks in the library and media support staff count.

Library Aides and Clerks:

Library aides received different treatment in the two surveys. The LMC survey clearly considered library aides and clerks to be nonprofessional staff. This was indicated by a request for state-certified library media specialists, followed by a request for other professionals, and a request for other paid staff which specified the inclusion of paid clerical staff and library aides. The CCD state nonfiscal survey data may or may not have included library aides and clerks as professional support staff as discussed in Section 4.0A.

Television Studio Staff:

The LMC survey asked if the *school* had in-house television production facilities and if the television production was under the supervision of the library media staff. The CCD survey staff definitions assumed

the television studio was part of the library. Television studios, whether maintained separately or as part of the instructional materials center, were included as other professional library services for CCD survey staff counts. A school could report the television studio was not under the supervision of the library media staff on the LMC survey, while the state may report the television studio staff as library media support staff on the CCD survey.

In many schools, television studios are no longer considered a support activity. Television production is a class for credit. Television studios are often located in the vocational-technical area. Thus, schools may or may not consider television staff to be library staff.

On the LMC survey, the respondent reported library staff counts long before reaching the section asking if the television studio was under the supervision of the library media staff. Their thoughts at the time of reporting staff counts may or may not have included the television studio staff. The definition of a library on the LMC survey referenced audiovisual resources but did not specify television studios.

Computer Learning Laboratory Staff:

Reporting could vary for computer learning laboratory staff. The definition on the LMC survey included computer resources, thus, computer laboratory personnel were intended to be included with the library. The CCD survey did not reference computer resources. It was up to the respondent to decide whether computer laboratory staff should be reported.

Volunteers:

The public school LMC survey requested "other PAID employees [who] work in this school's library media center," specified whom to include, and then instructed "Do not include unpaid volunteers." The CCD survey did not mention volunteers. Because these were counts, not salaries, they may or may not be reported with the CCD survey's library/media support staff.

Related Report Sections

See Section 4.1B.

Section 4.1B LMC and CCD State Nonfiscal Survey (Public): Other Professional Staff Estimates

Comparison

A comparison of the LMC survey other professional staff in the library to the CCD state nonfiscal survey library and media support staff was done.

Hypothesis

Differences in estimates of other professional staff are expected due to the differing treatments of librarians, aides, clerks, television studio staff and computer resource staff. Most notably, aides and clerks are specifically excluded from the LMC survey other professional staff but may be included for the CCD state nonfiscal survey support staff. This would cause the LMC survey estimates to be less than the CCD state nonfiscal survey counts. The collection of data in full-time equivalents on the CCD may have an offsetting affect.

Principal Finding: The comparison suggested the surveys were collecting these staff counts in the intended categories.

Tables

See Table 4-5.

Items

See Section 4.0A.

Results in a Nutshell

The LMC survey estimates were generally lower than the CCD state nonfiscal survey counts, as expected.

Basic Findings

For most states, the weighted LMC survey total was notably less than the CCD state nonfiscal survey count. The data indicated the CCD survey could include nonprofessionals and television studio staff in its support staff counts. The ratios ranged from 0.10 to 3.04, except for West Virginia. The national average was 0.52. Removing West Virginia's ratio of 11.32

from the national totals does not change the national ratio.

Other Findings

Estimation

West Virginia was a notable outlier on Table 4-6. The ratio of the LMC survey estimate to the CCD state nonfiscal survey count was 11.32. Both the LMC survey count and the CCD state nonfiscal survey count were six. The CCD estimate was probably an error.

Table 4-5 Other Professional Staff Estimates for Public Schools: The Library Media Center Survey Compared to the Common Core of Data State Nonfiscal Survey by State, 1993-94

By Alphabetical State Order	LMC Survey (C1)	CCD Survey (C2)	LMC/CCD (C1/C2)
United States	19,816.4	37,915	0.52
Alabama	120.7	171	0.71
Alaska	179.6	176	1.02
Arizona	383.7	617	0.62
Arkansas	154.9	NA	NA
California	4,321.0	3,022	1.43
Colorado	697.9	1,082	0.64
Connecticut	65.1	653	0.10
Delaware	24.2	34	0.71
District of Columbia	12.2	4	3.04
Florida	326.3	705	0.46
Georgia	391.1	1,148	0.34
Hawaii	27.5	66	0.42
Idaho	285.2	177	1.61
Illinois	1,444.5	1,809	0.80
Indiana	526.6	1,423	0.37
Iowa	534.5	1,354	0.39
Kansas	369.3	469	0.79
Kentucky	206.6	472	0.44
Louisiana	264.2	106	2.49
Maine	209.4	285	0.73
Maryland	102.8	474	0.22
Massachusetts	320.4	291	1.10
Michigan	1,326.2	1,658	0.80
Minnesota	336.9	779	0.43
Mississippi	241.6	414	0.58
Missouri	505.8	1,312	0.39
Montana	205.1	152	1.35
Nebraska	232.3	265	0.88
Nevada	156.5	237	0.66
New Hampshire	113.9	299	0.38
New Jersey	196.8	657	0.30
New Mexico	203.6	311	0.65
New York	270.1	1,689	0.16
North Carolina	395.2	882	0.45
North Dakota	140.6	156	0.90
Ohio	1,197.3	2,102	0.57
Oklahoma	635.7	NA	NA
Oregon	487.4	836	0.58
Pennsylvania	334.0	1,937	0.17
Rhode Island	30.2	100	0.30
South Carolina	122.6	720	0.17
South Dakota	214.4	NA	NA
Tennessee	111.9	771	0.15
Texas	830.1	4,957	0.17
Utah	239.4	370	0.65
Vermont	96.3	173	0.56
Virginia	190.1	950	0.20
Washington	506.8	735	0.69
West Virginia	67.9	6	11.32
Wisconsin	356.0	727	0.49
Wyoming	109.0	182	0.60

By Descending LMC/CCD Ratio	LMC/CCD (C1/C2)
United States	0.52
Arkansas	NA
South Dakota	NA
Oklahoma	NA
West Virginia	11.32
District of Columbia	3.04
Louisiana	2.49
Idaho	1.61
California	1.43
Montana	1.35
Massachusetts	1.10
Alaska	1.02
North Dakota	0.90
Nebraska	0.88
Michigan	0.80
Illinois	0.80
Kansas	0.79
Maine	0.73
Delaware	0.71
Alabama	0.71
Washington	0.69
Nevada	0.66
New Mexico	0.65
Utah	0.65
Colorado	0.64
Arizona	0.62
Wyoming	0.60
Mississippi	0.58
Oregon	0.58
Ohio	0.57
Vermont	0.56
Wisconsin	0.49
Florida	0.46
North Carolina	0.45
Kentucky	0.44
Minnesota	0.43
Hawaii	0.42
Iowa	0.39
Missouri	0.39
New Hampshire	0.38
Indiana	0.37
Georgia	0.34
Rhode Island	0.30
New Jersey	0.30
Maryland	0.22
Virginia	0.20
Pennsylvania	0.17
South Carolina	0.17
Texas	0.17
New York	0.16
Tennessee	0.15
Connecticut	0.10

Abbreviations:
CCD = Common Core of Data LMC = Library Media Center NA = Not available or not applicable

Notes:
The CCD state nonfiscal survey collects data in full-time equivalents while the LMC survey collects counts. For this table, other professionals include those working with audiovisual. For the LMC survey, include those working with computer resources. For the CCD survey, include district and regional level media services.

United States total excludes states where data for the CCD survey are not available.

Source:
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Common Core of Data State Nonfiscal Survey data file (U.S. Department of Education, National Center for Education Statistics)

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Library Media Specialist Surveys Compared to National Public Education Financial Survey

Section 4.2A LMS and NPEFS Survey (Public): Library Staff Salary Definitions

Definitions and Items

LMS

earnings during the summer of 1993 from:

> "working as a library media specialist/librarian in this or any other school" (Item 26a1)
>
> "teaching summer school in this or any other school" (Item 26a2)
>
> "working at some other job in a school (e.g., secretary, day care aide)" (Item 26a3)

and during the current school year from:

> "...academic year base salary for working in this school system" (Item 26b1)
>
> "...additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or evening classes" (Item 26b2)

NPEFS

> NPEFS Item 100 for Subfunction 2200: Salaries for instructional staff support services

Discussion

The LMS survey collected salaries for librarians. The NPEFS survey collected a state total for "Instructional Staff Support Services" which included specialists/librarians. The weighted salaries for librarians could be roughly compared to the state and national "Instructional Staff Support Services" salaries.

The comparison was tenuous. The NPEFS survey was a universe collection of salaries for improvement of instruction and other support services in addition to educational media services. The LMS survey was a small sample collecting salaries for only respondents.

The NPEFS survey used the term "educational media services," under instructional staff support services, to include "school libraries, audiovisual services, educational television, computer-assisted instruction, supervision of educational media services, and other educational media services." This scope of resources equated to those in the LMS survey library definition, which included: "printed and/or audiovisual and/or computer resources." Table 4-3 summarizes the inclusions and exclusions to be considered when comparing the LMS survey's salaries to the NPEFS survey's support services salaries.

Note the television studio and computer laboratory will be reported under instructional staff support services for the NPEFS survey regardless of who administers the areas. For the LMS survey, these areas were excluded if administered by other than the library staff.

Applicable Report Sections

See Section 4.2B.

Section 4.2B LMS and NPEFS Surveys (Public): Library Staff Salary Estimates:

Comparison

The weighted LMS survey salaries were compared to the NPEFS survey salaries by state.

Hypothesis

The NPEFS survey salaries are expected to be higher than the LMS survey salaries. The LMS survey covers only the respondent. The NPEFS data include all library staff, staff salaries for improvement of instruction and other support services, and district and regional level salaries for these functions.

> ***Principal Findings***: The reporting between the surveys for librarian salaries was highly consistent for most states.

Tables

Table 4-6 shows the comparision results.

Items

See Section 4.2A.

Results in a Nutshell

Expectations were met nationally and for most states.

Basic Findings

Table 4-7 shows that for most states the ratio of LMS survey salaries to NPEFS survey salaries was low, as expected. State ratios ranged from 0.02 to 3.90 and the national ratio was 0.14.

There were a few states where the ratios were the opposite of the expected. The LMS survey salaries may be higher than the NPEFS survey salaries for some states due to the handling of income for teaching during the school year. On the NPEFS survey, teaching income was reported under a different function than librarian income. The NPEFS requested that the salaries of staff who serve in more than one capacity be distributed among the appropriate functions. For example, the salary of a library media specialist who also taught during the school year would be reported under the functions "instruction" and "support services." For the LMS survey, any teaching income during the school year was included in and inseparable from the basic salary.

Other Findings

Arkansas was a notable outlier. A specific cause could not be identified, although an error in the LMS data was probable.

Table 4-6. Library Staff Salary Estimates for Public Schools: The Library Media Specialist Survey Compared to the National Public Education Financial Survey by State, 1993-94

By Alphabetical State Order	LMS Survey (C1)	NPEFS Survey (C2)	LMS/NPEFS (C1/C2)
United States	672,185,925	4,652,465,917	0.14
Alabama	32,211,840	59,391,739	0.54
Alaska	1,035,538	NA	NA
Arizona	12,151,262	NA	NA
Arkansas	23,492,435	6,030,344	3.90
California	62,877,834	704,092,741	0.09
Colorado	14,561,469	66,012,050	0.22
Connecticut	2,618,790	74,085,806	0.04
Delaware	817,057	6,346,169	0.13
District of Columbia	365,804	23,197,266	0.02
Florida	21,050,443	366,619,868	0.06
Georgia	19,875,843	NA	NA
Hawaii	1,635,021	31,619,750	0.05
Idaho	6,183,743	14,793,473	0.42
Illinois	38,416,072	NA	NA
Indiana	14,628,663	87,709,610	0.17
Iowa	22,075,202	127,397,292	0.17
Kansas	23,813,917	55,304,055	0.43
Kentucky	11,163,158	69,150,039	0.16
Louisiana	25,081,813	93,880,018	0.27
Maine	7,633,556	22,138,459	0.34
Maryland	4,714,806	135,619,207	0.03
Massachusetts	9,693,271	NA	NA
Michigan	13,925,760	269,502,344	0.05
Minnesota	15,079,962	125,203,138	0.12
Mississippi	17,419,343	36,645,783	0.48
Missouri	33,418,410	98,748,684	0.34
Montana	15,142,750	15,195,175	1.00
Nebraska	17,481,512	30,263,604	0.58
Nevada	2,315,692	20,677,712	0.11
New Hampshire	4,514,908	16,072,262	0.28
New Jersey	8,976,393	238,271,131	0.04
New Mexico	7,841,709	NA	NA
New York	15,890,090	304,014,651	0.05
North Carolina	37,846,364	132,116,027	0.29
North Dakota	7,345,299	6,014,374	1.22
Ohio	18,061,769	294,187,908	0.06
Oklahoma	37,944,770	NA	NA
Oregon	8,330,667	72,764,824	0.11
Pennsylvania	22,086,896	NA	NA
Rhode Island	2,297,213	24,368,262	0.09
South Carolina	15,103,997	97,661,536	0.15
South Dakota	10,567,720	12,403,041	0.85
Tennessee	24,829,936	NA	NA
Texas	91,680,970	493,913,393	0.19
Utah	7,910,265	33,864,330	0.23
Vermont	2,388,308	10,742,576	0.22
Virginia	22,105,988	190,604,796	0.12
Washington	13,973,582	151,051,990	0.09
West Virginia	10,979,468	26,268,396	0.42
Wisconsin	20,263,619	NA	NA
Wyoming	4,503,945	8,522,094	0.53

By Descending LMS/NPEFS Ratio	LMS/NPEFS (C1/C2)
United States	0.14
Georgia	NA
Oklahoma	NA
Pennsylvania	NA
Massachusetts	NA
Illinois	NA
New Mexico	NA
Arizona	NA
Alaska	NA
Tennessee	NA
Wisconsin	NA
Arkansas	3.90
North Dakota	1.22
Montana	1.00
South Dakota	0.85
Nebraska	0.58
Alabama	0.54
Wyoming	0.53
Mississippi	0.48
Kansas	0.43
Idaho	0.42
West Virginia	0.42
Maine	0.34
Missouri	0.34
North Carolina	0.29
New Hampshire	0.28
Louisiana	0.27
Utah	0.23
Vermont	0.22
Colorado	0.22
Texas	0.19
Iowa	0.17
Indiana	0.17
Kentucky	0.16
South Carolina	0.15
Delaware	0.13
Minnesota	0.12
Virginia	0.12
Oregon	0.11
Nevada	0.11
Rhode Island	0.09
Washington	0.09
California	0.09
Ohio	0.06
Florida	0.06
New York	0.05
Hawaii	0.05
Michigan	0.05
New Jersey	0.04
Connecticut	0.04
Maryland	0.03
District of Columbia	0.02

Abbreviations:
LMS = Library Media Specialist/Librarian NA = Not available NPEFS = National Public Education Financial Survey

Notes:

For this table, salaries cover: For the LMS survey, only the respondent. For the NPEFS survey, all library staff, staff salaries for improvement of instruction and other support services, and district and regional level salaries for these functions.

United States totals exclude states where data for the NPEFS survey are not available.

Source:
1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 National Public Education Financial Survey data file (U.S. Department of Education, National Center for Education Statistics)

CHAPTER 5. SUMMARY COMPARISONS

Section 5.0 Drawing Conclusions from the LMS Surveys Librarian Data

Comparison

In this report, the LMS survey was compared to the LMC, SASS and CCD state nonfiscal surveys for:

counts of state-certified specialists (LMC), professionals (LMC) and specialists/librarians (CCD),

the classification of the librarian's main assignment (SASS), and

the librarian's role in decision making (SASS).

This section pulled the results from these data comparisons together and drew general conclusions about the usefulness of the LMS survey data.

Hypothesis

The LMS survey covered a sample of respondents only. The data should be useful for determining the role of librarians only, not all library staff.

Principal Findings: The LMS survey was useful for drawing conclusions about the role of librarians in schools. It was not useful for drawing inferences about all library staff or how one state's librarians compared to another state's.

Results in a Nutshell

The LMS survey data were useful for drawing conclusions about the role of librarians in schools. The data were not useful for drawing conclusions about all library staff (specialists/librarians, other professionals, library aides, clerks) or how one state's librarians compared to another state's.

Basic Findings

To place the surveys in perspective, it is useful to note that the librarians reporting on the LMS survey represent approximately 3.9 percent of the total universe of librarians. Appendix F gives a sense of the magnitude of the counts from the LMS survey compared to the LMC, SASS and CCD state nonfiscal surveys counts.

Intersurvey Agreement

There was high agreement between the LMS and LMC surveys (Chapter 3, Sections 3.0B and 3.0C) and between the LMS and CCD state nonfiscal surveys (Section 3.6B). Between the LMS and SASS surveys, approximately 69 percent of the public and BIA schools' classifications of main assignment agreed (Section 3.4B). For librarian involvement in decision making, over half of the responses clearly agreed (Section 3.5B). Thus, the LMS survey information concerning the librarian's role in the school was reliable and could be used to draw conclusions for all librarians.

Intersurvey Disagreement

The states were ranked by the key variables, library media centers and specialists/librarians, across surveys in Section 5.1. The LMS survey state rankings were found to have no correlation to the other surveys' (LMC, SASS, CCD and TDS) rankings. This was possibly due to the small sample size. The LMS survey data were unlikely to yield useful conclusions for comparisons between states.

Section 5.1 States Ranked by Key Variables for Public Schools Across Surveys

Comparison

The states were ranked by two key variables, library counts and library media specialist/librarian counts, for public schools across surveys. The states were ranked by the LMC survey and the SASS survey library estimates. The states also were ranked by library media specialist/librarian estimates for the LMC survey, the SASS survey, the CCD state nonfiscal survey, the SASS TDS survey and the LMS survey.

Hypothesis

States should carry the same rank for the two variables across surveys.

Principal Findings: A comparison of state rankings for two key variables found the level of response (librarian, school, local education agency or state) made a difference.

Tables

See Table 5-1.

Results in a Nutshell

The level of response (librarian, school, local education agency or state) was the overriding factor for the consistency of data collection. The LMS survey did not show high agreement with the other surveys. The LMC survey and the SASS survey state rankings showed high agreement with each other for both key variables. The CCD state nonfiscal survey and the TDS survey showed high agreement with each other.

Basic Findings

The LMS survey was conducted at the librarian level. The LMC survey and the SASS survey data were collected at the school level. The CCD survey and the TDS survey were conducted at the state and local education agency level, respectively. These observations indicated the level of data collection (librarian, school, local education agency or state) was related to the consistency of reported data.

The LMS survey state rankings were not generally consistent with the other surveys. No discernable pattern was found. An LMS survey state rank may have agreed with the other survey state rankings, such as for Texas. Or, a state rank may have highly disagreed with all of the other survey state rankings, such as for New York. Or, a state rank may have agreed with the LMC and SASS surveys rankings, but disagreed with the CCD and TDS surveys, such as for Virginia. Or, a state rank may have agreed with the CCD and TDS surveys rankings, but disagreed with the LMC and SASS surveys, such as for Ohio.

The LMC and SASS surveys were highly consistent with each other for estimates of libraries and library media specialists. For example, the top five states for estimates of centers were California, Texas, New York, Illinois and Ohio. Also, the rankings for the two surveys for centers and specialists were similar. That is, a state held a similar ranking for libraries for the LMC survey, libraries for the SASS survey, specialists for the LMC survey, and specialists for the SASS survey. California, for example, ranked first for centers on both the LMC and SASS surveys, first for specialists on the LMC survey, and second for specialists on the SASS survey. Louisiana, Hawaii and Rhode Island carried the same rank across all four of these measures.

The CCD and TDS surveys showed high consistency with each other for counts of specialists. They showed, however, high variability compared with the LMC and SASS surveys. For example, Ohio ranked fourth or fifth for the LMC and SASS surveys, but tenth for the CCD survey and eleventh for the TDS survey. Florida ranked seventh or eighth for the LMC and SASS surveys, but third for both the CCD and TDS surveys. Numerous other states showed a similar reporting pattern: Alabama, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Massachusetts, Michigan, Missouri, North Carolina, Oklahoma, Pennsylvania, South Carolina, Tennessee and Virginia.

Note that the states with the smallest estimates for number of libraries and specialists/librarians were the most consistently ranked across all surveys.

Other Findings

Estimation

California was notable: The CCD and TDS surveys placed the state at twenty-fifth and tenth, respectively, while the LMC and SASS surveys placed it at first or second. This analysis readily points out the error or omission in California's reporting (see Sections 3.2B and 3.6B).

Table 5-1. States Ranked Across Surveys by Key Variables for Public Schools: The Library Media Center Survey, the Library Media Specialist Survey, the Common Core of Data State Nonfiscal Survey, the Schools and Staffing Survey, and the Schools and Staffing Survey Teacher Demand Survey, 1993-94

	Library Estimates		Specialist/Librarian Estimates				
State	LMC	SASS	LMC	SASS	CCD	TDS	LMS
California	1	1	1	2	25	10	1
Texas	2	2	2	1	1	1	2
New York	3	3	4	3	2	2	27
Illinois	4	4	3	5	7	7	3
Ohio	5	5	5	4	10	11	11
Michigan	6	7	7	8	11	15	20
Pennyslvania	7	6	6	6	4	4	15
Florida	8	8	8	7	3	3	16
Missouri	9	10	9	11	14	16	5
New Jersey	10	9	11	9	9	8	35
Wisconsin	11	11	13	12	12	14	14
North Carolina	12	12	10	10	5	5	6
Indiana	13	13	15	14	21	19	22
Washington	14	15	19	16	15	13	26
Georgia	15	14	12	13	6	6	19
Oklahoma	16	16	14	17	26	23	4
Virginia	17	17	16	15	8	9	18
Tennessee	18	20	22	18	13	12	10
Massachusetts	19	19	24	24	33	28	32
Iowa	20	18	17	21	31	29	9
Kansas	21	22	18	20	23	24	13
Minnesota	22	21	20	19	22	27	25
Louisiana	23	23	23	23	16	20	8
Kentucky	24	25	21	22	18	18	33
Colorado	25	24	25	27	28	32	24
Nebraska	26	26	32	31	34	33	17
Alabama	27	27	26	26	17	17	7
Maryland	28	28	27	25	20	22	43
Oregon	29	29	28	32	29	34	34
South Carolina	30	31	29	28	19	21	29
Arkansas	31	30	30	29	24	26	12
Arizona	32	32	31	30	27	25	30
Connecticut	33	33	36	34	30	30	45
Montana	34	35	33	35	36	36	23
Mississippi	35	34	34	33	32	31	21
West Virginia	36	36	38	36	35	35	31
South Dakota	37	39	35	37	43	46	28
Maine	38	37	41	42	41	38	39
New Mexico	39	40	42	39	40	41	38
Utah	40	38	37	38	38	37	37
Idaho	41	41	39	41	47	47	40
North Dakota	42	42	40	40	45	42	36
Alaska	43	43	44	45	48	48	49
New Hampshire	44	44	45	43	39	43	42
Wyoming	45	45	46	47	49	49	41
Nevada	46	46	43	44	42	44	46
Vermont	47	47	47	46	44	40	44
Rhode Island	48	48	48	48	51	45	47
Hawaii	49	49	49	49	37	39	48
Delaware	50	50	51	50	50	50	50
District of Columbia	51	51	50	51	46	51	51

Abbreviations: CCD = Common Core of Data LMC = Library Media Centers LMS = Library Media Specialist/Librarian
SASS = Schools and Staffing Survey TDS = Teacher Demand Survey

Notes:
For this table, the LMC survey estimates include other professionals working in the library media center.
The LMS survey covers the respondent only. The CCD collects in full-time equivalents.

Source:
1993-94 Common Core of Data State Nonfiscal data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)

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Appendix A. Discussion of Principal Findings with Qualifications

There were three primary objectives for this evaluation of the school library statistical programs. These are listed below, along with a summary of the data analysis and statistical findings for each.

Objective: To determine the accuracy of the data representing the numbers of schools with library media centers.

1. The linked[32] schools counts of libraries from the LMC and the SASS surveys were compared by scope[33] for the public, private and BIA schools, separately. For linked schools, there was a high rate of intersurvey agreement for all three types of schools (public, private and BIA). Direct disagreement between the linked schools was nonexistent for the public and BIA schools. There was little disagreement for the private schools. The linked data suggested the presence or absence of a definition for the library made little difference.

2. The state estimates of libraries from the LMC and the SASS surveys were compared for the public and BIA schools, separately. The state estimates were in high agreement for schools reporting a library. For schools reporting no library, the LMC survey national estimates were notably lower than the SASS survey national estimates. While the linked data suggested the presence or absence of a definition for the library makes little difference, the weighted data indicated some confusion.

Objective: To determine the accuracy of the data concerning the levels at which library media centers are staffed.

3. Reports of state certification for specialists and professional training for library staff members were compared between in-scope linked schools for the LMC and the LMS surveys for the public, private and BIA schools, separately. The results were inconclusive[34]. The rates of agreement and disagreement were similar for state certification and professional training.

   These items were presented in different formats. Differences in response were due more to the way the respondents go about completing the form, rather than a definitional or layout problem.

4. The classification of the specialist/librarian's main assignment was compared between the LMS and the SASS surveys for public, private and BIA schools, separately. Scope was taken into account. There was fairly consistent agreement in reporting for full-time librarians between surveys for public and BIA schools. There was a notable number of part-time specialists/librarians on the LMS survey reported as full time on the SASS survey for all types of schools.

5. Counts and estimates of specialists/librarians were compared between the LMC and the SASS surveys by type of school. Scope was taken into account for the counts. The LMC survey counts and estimates were higher than the SASS survey counts and estimates. The lack of instructions on the LMC survey for reporting counts of staff with more than one function or shared between schools

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[32] *Linked schools were those matching by identification number between surveys. The schools were on both surveys' mailing lists, that is, sample.*

[33] *For the LMC and LMS surveys, there were in-scopes, nonrespondents and out-of-scopes. For the LMC survey, in-scopes were schools with libraries and reporting at least certain items. For the LMS survey, in-scopes were schools with a library media specialist/librarian and reporting at least certain items. Out-of-scopes were cases where there was no school or no library, or for the LMS survey, no librarian. If the school did not meet the criteria for in-scope or out-of-scope, then it was classified as a nonrespondent. Nonrespondents were nonrespondents and those that returned a combination of reported data and missing responses. That is, the school had a library or librarian, but the remainder of the survey responses were insufficient for inclusion in the tabulated data.*

Out-of-scope cases had weights greater than zero if the school reported no library. Otherwise, out-of-scope cases had weights equal to zero. Nonrespondent cases had no weights, that is, zero for the weight. See Appendices B and C.

[34] *That is, no definite conclusions can be made about the data. The levels of agreement and disagreement were not high enough to declare clear results without input from data users to establish criteria.*

may be a reason. The comparison for library aides generated mixed results.

6. Estimates for the LMC survey and the CCD state nonfiscal survey were compared for the total library staff for public schools. The LMC survey estimates were higher due to the differing units of collection and possibly the inclusion of computer resource staff and clerks. The magnitude of the differences, however, suggested either the data were affected by the differences in units of reporting, or there may be an estimation issue for the LMC survey.

7. Estimates of library media specialists were compared between the LMC survey and the CCD state nonfiscal survey for public schools. The LMC survey estimates were higher. The condition may be due to the following:

   - the different units of collection
   - various possible interpretations of the CCD state nonfiscal survey definitions
   - misreporting on the LMC survey
   - the LMC survey estimation

8. Estimates of other professional staff were compared between the LMC survey and the CCD state nonfiscal survey for public schools. The surveys have differing treatments of librarians, aides, clerks, television studios and computer resources. The fact that aides and clerks were specifically excluded from the LMC survey "other professional staff category," but included in the CCD state nonfiscal survey "support staff category," was considered to be the main factor. This factor caused the LMC survey estimates to be generally lower than the CCD state nonfiscal survey estimates.

9. Estimates of library media specialists/librarians were compared between the LMS survey and the CCD state nonfiscal survey for public schools. It was hypothesized that the nonfiscal CCD surveys counts would be higher than the LMS survey estimates because the LMS survey covers only the respondent. Expectations were met at the national level and for the majority of states. Different units of collection, ambiguous CCD state nonfiscal survey definitions, and the small size of LMS survey sample were potential causes of the cases where expectations were not met.

10. Estimates for full-time and part-time specialists/librarians were compared between the LMS and SASS surveys for public and BIA schools, separately. The SASS survey estimates were higher primarily because the LMS survey covers only the respondent. The reporting was consistent across types of surveys.

11. Salary estimates were compared between the LMS and the NPEFS surveys for public schools. It was hypothesized that the NPEFS survey salaries would be higher because the LMS survey covers only the respondent and the NPEFS data include salaries for all educational media services, improvement of instruction, and other support services. Expectations were met nationally and for most states.

12. Estimates of specialists/librarians were compared between the LMC survey and the SASS TDS survey for public schools. This may be due to the different units of collection. Also, the data may indicate many professionals who were not specialists/librarians were working in the library. The estimation of the LMC survey also may be a factor.

Objective: To determine the accuracy of the data revealing the role that library media centers and their staff play in schools.

13. Data from the LMS survey and the SASS survey were compared for public schools. Scope was taken into account. For schools reporting a decision-making body that brings administrators and teachers together, more than half of the specialists/librarians were included in decision making according to the LMS survey. It is interesting to note that the percentage of librarians who feel included in decision making was higher for all schools (with or without a decision-making team) than for those with a decision-making team.

14. The LMS survey was compared to the LMC, SASS and CCD surveys for counts of state-certified specialists (LMC), professionals (LMC)

and specialists/librarians (CCD); the classification of the librarians main assignment (SASS); and the librarians role in decision making (SASS). The results from these comparisons were analyzed and general conclusions were drawn.

The LMS survey was useful for drawing conclusions about the role of librarians in schools. It was not useful for drawing inferences about all library staff or how one state's librarians compare to another state's.

15. The states were ranked by two key variables, library media center counts and library media specialist/librarian counts, for public schools across surveys. The states were ranked by the LMC survey and the SASS survey library estimates. The states also were ranked by specialists/librarians estimates for the LMC survey, the SASS survey, the CCD state nonfiscal survey, the SASS TDS survey and the LMS survey.

The LMS survey did not show high agreement with the other surveys. The LMC survey and the SASS survey state rankings showed high agreement with each other for both key variables. The CCD survey and the TDS survey showed high agreement with each other. The LMS survey was conducted at the respondent level. The LMC survey and the SASS survey data were collected at the school level. The CCD survey and the TDS survey were conducted at the state and local education agency level, respectively. These observations indicated the level of data collection (librarian, school, local education agency or state) was related to the consistency of reported data.

Appendix B. Description of Methodology

Project Definition

The NCES staff was consulted and the report, "School Library Media Centers in the United States, 1990–91," published by the NCES, was reviewed to determine the objectives of the evaluation.

Secondary surveys were selected for inclusion in the project for comparative purposes.

A general data comparison/analysis plan noting materials, schedule and output was created.

A chart of the surveys and their interrelationships was created. The chart noted such items as type of entity, respondent, levels of data summary, and status as a sample or universe.

It was determined there were three basic types of comparisons: definitions, counts for linked schools, and estimates for states and the nation.

Evaluation of Survey Definitions

A list of comparable data items and levels of data summary was created.

The following data elements were examined: libraries; total library staff; specialists/librarians; other professionals working in the library; library aides; salaries for specialists/librarians; and the specialists/librarians' roles in decision making. For specialists/librarians, state certification, professional training and classification of main assignment were examined. Full-time and part-time status of the library staff also was studied.

Observations about the similarities and differences between surveys for terminology, definitions, instructions and item presentations were noted. Hypotheses were documented. Limitations of the comparisons were noted.

Data Comparison

The data files were gathered. The files were imported from various formats into a database format (Microsoft Access). Logic for the data comparisons was created. The data comparisons were performed using queries in Microsoft Access. Findings from the data comparisons were documented. Tables were created in spreadsheet software (Quattro Pro) showing basic findings.

For the LMC, LMS and SASS surveys, individual school records were available in the data files. The records were linked between survey files by school identification numbers. This enabled direct comparison of reported data at the school level between the LMC and LMS surveys, between the LMC and SASS surveys, and between the LMS and SASS surveys. The comparisons were performed separately for public, private and BIA schools. Based on the analysis of definitions, the most similar data items were compared. Each school's scope was included in the comparisons.

Data files for the CCD state nonfiscal survey and the SASS TDS survey contained state tabulations for public schools only. Data files for the LMC, LMS and SASS surveys contained individual records for public and BIA schools. The school records were weighted and tabulated by state and type of school for the comparisons. Comparisons were made by linking state totals between the LMC and CCD surveys; the LMS and CCD surveys; the LMC and SASS surveys; and the LMS and SASS surveys.

Evaluation of Findings

The findings were examined from different perspectives, and text was created to present the analysis. The relationship of findings to the assessment of definitions was noted. For the linked schools, intersurvey item agreement and disagreement were given special attention.

Sometimes additional queries were run to learn more about the original data comparisons.

The report was reviewed to see how findings between surveys related to findings between other surveys. For example, the LMC survey/ SASS survey findings for individual schools were compared to the LMC survey/SASS survey state-level findings.

How findings at one level related to findings at another level was examined. For the state aggregate tables, state data were ranked from largest to smallest for each survey in the comparison. A few notable differences were referenced in this report. From this exercise, it

was decided to create a table showing state rankings for key variables for each public school survey.

Scope, Estimation and Imputation

Survey documentation on scope, estimation and imputation was reviewed. Sections describing the effects of scope, imputation, estimation and outliers were added.

For the linked schools, data comparisons were run to account for scope. Scope was accounted for in findings and tables.

Where linked schools' data between surveys were contradictory, imputation was examined. Imputation was traced to see the effect on the data and to see if the imputation was accomplishing the intended results.

For state aggregate data, the effect of individual school's weights on the data was assessed. State outliers were examined.

Format

A format was created for presenting linked school findings and evaluation. The relationship of findings to definitions was presented. The surveys and items compared, and the scopes were described. The hypothesis, results, basic findings, intersurvey agreement and intersurvey disagreement were presented for all comparisons. Scope and imputation analysis followed if applicable.

A similar format was created for presenting state aggregate findings and evaluation. The surveys and items compared were described. The hypothesis and results were listed along with the findings, including relationships of findings to definitions. A discussion of estimation and outliers completed each comparison.

Report Development

Finalizing the report included:

- writing up a survey of findings and recommendations
- evaluating the LMC and LMS surveys for form design improvements
- incorporating comments from the sponsor, mathematical statisticians and survey analysts

Appendix C. Sampling for the SASS, LMC and LMS Surveys

I. SASS Survey public school sampling

A. Universe: CCD survey public schools

B. Strata

1. Type of school (BIA; schools with 19.5 percent or more Native American students; DE, NV and WV; other)

2. Geographical area

a. State or a specific group of states

b. Local education agency for DE, NV and WV

3. Grade level (elementary, secondary, combined)

C. Sort within each stratum (except BIA schools)

1. State

2. MSA versus Non-MSA

3. Local education agency zip code

4. Local education agency identification number

5. Highest grade

6. School percent minority

7. School enrollment

8. CCD survey school identification number

D. Sample within each stratum (except BIA schools)

By size (square root of the number of teachers times the school's basic weight)

Abbreviations:
BIA = Bureau of Indian Affairs
CCD = Common Core of Data
DE = Delaware
LMC = Library Media Center
LMS = Library Media Specialist/Librarian
MSA = Metropolitan Statistical Area
NV = Nevada
SASS = Schools and Staffing Survey
WV = West Virginia

Notes:
All BIA schools were included in the sample.

II. SASS private school sampling

A. Universe: private schools

B. Frame: Area

1. Strata
   a. Primary sampling unit[2]
   b. Metro versus nonmetro
   c. Enrollment compared to median

C. Frame: School list

1. Strata
   a. School affiliation
   b. Grade level (elementary, secondary, combined)
   c. Region

2. Sort within each stratum
   a. State
   b. Highest grade
   c. Urbanicity
   d. Zip code
   e. School enrollment
   f. School identification number

3. Sample within each stratum

   By size (square root of the number of teachers times the school's basic weight)

Notes:

All schools in the area frame were include in the sample.

Each consists of a single county, city or cluster of geographically contiguous counties or cities defined so each unit had a minimum population of 20,000. To avoid covering too large an area, some units had less than 20,000 in population.

III. LMC and LMS survey public school sampling

A. Universe: SASS survey public school sample

B. Strata

1. NonBIA schools

a. State

b. Grade level (elementary, secondary, combined)

2. BIA schools (All are certainty cases.)

C. Sort within each stratum (except BIA schools)

1. MSA versus Non-MSA

2. Local education agency identification number

3. School enrollment

4. CCD survey identification number

D. Sample within each stratum (except BIA schools)

By size (square root of the number of teachers times the school's basic weight)

IV. LMC and LMS survey private school sampling

A. Universe: SASS survey private school sample

B. Strata

1. School affiliation

2. Grade level

3. Urbanicity

C. Sort within each stratum

1. Frame (school affiliation list, primary sampling unit)

2. School enrollment

D. Sample within each stratum

By size (square root of the number of teachers times the school's basic weight)

Appendix D. Scope for the LMC and LMS Surveys -- Counts

Definition of Scope

Tables 1-3, 1-4 and 1-5 show counts and estimates for in-scope and out-of-scope schools for the surveys conducted at the school level. The data comparisons in this report at the individual school level took account of scope.

For the LMC survey, in-scopes were schools with libraries and reporting at least certain items. The items were:

- at least two of the following were reported - number of certified library media specialists, number of professionals working in the library who were not certified, number of other paid employees working in the library (clerks, aides, etc.), whether volunteers worked in the library; and
- there were values for at least 30 percent of these items: Items 2, 5, 6, 7, 10a, 11a, 12, 13, 14a, 15, 16a, 17, 18, 19, 20, 21a, 23, 24, 25, 26, 27 or 28.

For the LMS survey, in-scopes were schools with a library media specialist/librarian and reporting at least certain items. The items were:

- the year the respondent began working as an elementary or secondary school librarian, and
- at least one part of the educational background section, and
- whether or not the respondent was state certified, and
- there were values for at least 30 percent of these items: Items 1, 3, 8, 9, 10a, 11, 15a, 16a, 16b, 18a, 19, 20, 23a, 24, 25, 26a, 27, 28, 29, 30, 31, 32, 33, 34 or 36.

Out-of-scopes were cases where there was no school or no library, or for the LMS survey, no librarian.

If the school did not meet the criteria for out-of-scope or in-scope, then it was a nonrespondent. Nonrespondents were nonresponses and insufficient responses: the school had a library (LMC survey) or librarian (LMS survey) but the remainder of the survey responses were insufficient for inclusion in the tabulated data.

Out-of-scope cases had weights greater than zero if the school reported no library. Otherwise, the weight for an out-of-scope case was zero. Nonrespondent cases had no weights, that is, zero for the weight.

Scope and Available Data

For the LMC survey nonrespondents, there were 350 public, 360 private and 15 BIA schools that reported a library, and 63 public, 101 private and zero BIA schools with a blank for this item. All other data for the nonrespondent schools were blanked. These schools were included in some comparisons.

For the LMC survey out-of-scope schools, a "no," there was no library, response remained in the record. All other data for the record were blanked. There were 184 public, 262 private and 10 BIA school cases where the case was out-of-scope and the no box was selected. These cases were used in some data comparisons.

For the LMS survey nonrespondents, all data were intended to be blanked. There were 11 nonrespondent public schools where the LMS survey item asking for the respondent's main assignment was not blanked. One of these respondents was an itinerant librarian and 10 were full-time librarians. There were five of these cases for the private schools and one for the BIA schools. These cases were used in some comparisons.

For the LMS survey out-of-scope schools, the data indicating the respondent's main assignment may be kept. These data were kept if the respondent indicated the primary function of a classroom teacher, other professional staff, volunteer, library aide or support staff. These 291 public school, 376 private school and 20 BIA school cases were used in some comparisons.

Also, check boxes indicating the respondent was a librarian may or may not be blanked depending on other responses according to the specifications. Five public school cases, three itinerant librarians and two full timers, were not blanked. These cases also were used in some comparisons. All other data were blanked for the out-of-scope schools.

The 371 public, 465 private and 18 BIA schools that were out-of-scope on the LMC surveys also were out-of-scope on the LMS surveys. There were 480 public, 712 private and 31 BIA schools that were in-scope on the LMC survey, but out-of-scope on the LMS survey. There were no cases of schools that were out-of-scope on the LMC survey and in-scope on the LMS survey. These cases were all found to be valid.

It should be noted that if a school was classified out-of-scope on the SASS survey, it was classified as out-of-scope on the LMC and LMS surveys. This would override the procedure for assignment of scope shown in Appendix E. There were 57 cases where a school on the LMC survey was originally coded in-scope based on survey responses but then made out-of-scope based on the SASS survey.

Counts by Scope Reconciled Between Tables

The following discussion demonstrates how to reconcile counts of schools by scope between tables. The discussion focuses on public schools but the analysis may be applied to the tables for private and BIA schools.

Table 3-1 and 3-4 show data for the LMC and LMS surveys. Table 3-1 shows counts of state-certified library media specialists and Table 3-4 shows counts of professional staff for in-scope public schools. The count of nonrespondent schools for the LMC survey on each table adds to 206. The count of nonrespondents for the LMS survey on each table adds to 272. Note that each table shows 125 for entities that were nonrespondents on both surveys.

Table 1-3 shows counts of schools by scope for the LMS survey. The count for in-scope and nonrespondent public schools adds to 2,217. This is the total count of schools shown on Tables 3-1 and 3-4. The count of nonrespondent public schools is 272 on Table 1-3 and the same on Tables 3-1 and 3-4.

Table 2-1 shows counts of libraries for the public school LMC survey compared to the SASS survey. Table 1-2 is a listing of counts of schools by scope for the LMC survey. The total count of public schools on Table 2-1 is 5,026, the number of schools on the public school LMC survey. This can be verified by Table 1-2. The number of nonrespondent schools on Table 2-1 is 350 for those that reported a library and 63 for nonrespondents. These match the counts in Table 1-2.

Why are there 413 LMC nonrespondent public schools on Table 2-1, but 206 on Tables 3-1 and 3-4? Because Table 2-1 shows all LMC public schools while Tables 3-1 and 3-4 show only the LMC public schools that linked to the LMS survey.

Appendix E. Scope for the LMC and LMS Surveys -- Procedure for Assignment

The LMC Survey

A. Assign out-of-scope if:

1. The school no longer exists or the school does not have a library.

   AND

2. All of the Item 1a detail, Item 1b detail, Item 1c detail, Item 1d detail and Items 2 through 28 are blank or not available.

   AND

3. All of the Item 1a total, Item 1b total, Item 1c total and Item 1d total are blank or 0 or not available.

B. Assign in-scope if:

1. The conditions for out-of-scope are not met.

   AND

2. Any two of the following four conditions are met:

   a. The Item 1a none or total boxes are blank or not available OR

   b. The Item 1b none or total boxes are blank or not available OR

   c. The Item 1c none or total boxes are blank or not available OR

   d. Item 4a has a response of "yes" or "no."

   AND

3. At least 23 of the fields in the following items are not equal to blank or not available:

   Item 2, Item 5, Item 6, Item 7, Item 10a, Item 11a, Item 12, Item 13, Item 14a, Item 15, Item 16a, Item 17, Item 18, Item 19[35], Item 20, Item 21a, Items 23 through 28

C. Assign nonrespondent if:

1. The conditions for out-of-scope are not met.

   AND

2. The conditions for in-scope are not met.

The LMS Survey

A. Assign out-of-scope if:

1. The school no longer exists or the school does not have a library or librarian, AND all of Items 3 through 36 are blank or not available.

   OR

2. Item 2 contains a positive response to Check Box 5, 6, 7, 8 or 9.

B. Assign in-scope if:

1. The conditions for out-of-scope are not met.

   AND

2. Item 2 contains a positive response to Check Box 1, 2, 3 or 4.

   AND

3. Item 7 is not equal to not available.

   AND

4. Any of the following conditions is met:

   a. Item 12 is a "yes" or "no" OR

   b. Item 13a is a "yes" or "no" OR

   c. Item 14a is a "no" OR

   d. Item 14b contains a positive response.

   AND

5. Item 17a is a "yes" or "no."

   AND

6. At least 11 of the fields in the following items are not equal to blank or not available:

   Item 1, Item 3, Item 8, Item 9[36], Item 10a, Item 11, Item 15a, Item 16a[36], Item 16b, Item 18a, Item 19[36], Item 20, Item 23a, Item 24, Item 25, Item 26a, Item 26b except number 4, Item 27[36], Items 28 through 33, Item 34[36], Item 36.

C. Assign nonrespondent if:

1. The conditions for out-of-scope are not met.

   AND

2. The conditions for in-scope are not met.

[35] Count as one if any of the fields are blank or not available.

Appendix F. Counts of Library Media Center Staff Across Surveys

Survey	Library Media Specialists - Full Time	Library Media Specialists - Part Time	Other Professionals	Library Aides and Clerks	Television Studios	Computer Learning Laboratory
LMS	1,319	642[2]	101	185	NA	NA
LMC	3,308[3]	843	1,045[4]	3,276	967	2,253
SASS	6,824	2,071	NA[5]	6,442	NA	NA
CCD	50,501		37,915		NA	NA

Abbreviations:

CCD = Common Core of Data Survey
LMC = Library Media Center Survey
LMS = Library Media Specialist/Librarian Survey
SASS = Schools and Staffing Survey
NA = Not available

Notes:

1. The nonfiscal CCD survey is the universe of all public schools. The SASS survey is a sample of the nonfiscal CCD universe. The LMC and LMS surveys are samples of the SASS survey.
2. Data include itinerant and substitute librarians, all of whom were assumed to be part time.
3. Data include state-certified library media specialists only.
4. Data include librarians who are not state certified.
5. Data are included in the counts of library media specialists.

Sources:

1993-94 Library Media Center Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Library Media Specialist/Librarian Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Schools and Staffing Survey data file (U.S. Department of Education, National Center for Education Statistics)
1993-94 Common Core of Data Survey data file (U.S. Department of Education, National Center for Education Statistics)

Appendix G

Survey Forms

OMB No. 1850-0655 Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **LS-1A**
(9-20-93)

U.S. Department of Education
National Center for Education Statistics

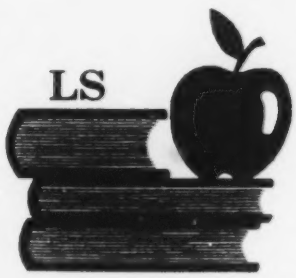
PUBLIC SCHOOL LIBRARY MEDIA CENTER QUESTIONNAIRE (LMC)

LIBRARY SURVEY

1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census



If the school named on the label no longer exists, mark the box below and return this questionnaire to the Bureau of the Census in the enclosed envelope.

001 1 ☐ School no longer exists

For this survey, a library media center is defined as an organized collection of printed and/or audiovisual and/or computer resources which (a) is administered as a unit, (b) is located in a designated place or places, (c) makes resources and services available to students, teachers, and administrators. It is this definition, not the name, that is important; it could be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

Does this school have a library media center?

002 1 ☐ Yes → ***Continue with this questionnaire or give it to the school employee who is responsible for this school's library media center, i.e., the library media specialist or librarian.***

2 ☐ No

STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE BUREAU OF THE CENSUS IN THE ENCLOSED ENVELOPE. THANK YOU FOR YOUR TIME.

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Librarians
American Library Association

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Dear Library Media Specialist/School Principal:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the school library media center component of the 1993-94 Schools and Staffing Survey. Your school is one of 7676 public and private schools across the nation selected to be in the sample. The survey of school library media centers is necessary to continue the reporting of national statistics on school libraries which was begun by the Federal government in 1958 and last done in school year 1985-86. The survey is designed to provide a national picture of school library media center collections, expenditures, technology and services. The data will be used by legislators, policymakers, and researchers.

The U.S. Bureau of the Census is conducting the survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be reported only in statistical summaries that preclude the identification of any individual participating in the survey.

This survey form was developed in consultation with the American Library Association (ALA) and the American Association of School Librarians (AASL).

We are conducting this survey with just a sample of schools in order to minimize overall response burden. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 3 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East 10th Street, Jeffersonville, IN 47132-0001.** A preaddressed envelope is enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,

EMERSON J. ELLIOTT
Commissioner
National Center for Education Statistics

ESTIMATED TIME REQUIRED

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0655, Washington, DC 20503.

INSTRUCTIONS

We suggest that you use a pencil to complete this questionnaire.

NOTE — Report data only for this school's library media center.

DO NOT include data on:

(1) "Classroom collections" (materials located in teachers' classrooms and not administered by the library media center);
(2) District level library media center services;
(3) Regional library media center services.

If you are unsure about how to answer a question, give the best answer you can and make a comment in a "Remarks" section. Please do not write any comments near the answer spaces.

If you have any questions, call the Bureau of the Census at 1–800–221–1204.

Please return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 3 weeks.

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

Section A LIBRARY MEDIA CENTER STAFFING

1. Instructions

Report counts of employees by the amount of time they work in this school's library media center (LMC). Record a zero if there are no employees for a category.

EXAMPLE:

If your school's library media center has one state-certified library media specialist who works full-time and two who each work half-time, you would fill item 1a like this:

1	Full-time
0	At least 3/4 time but less than full-time
2	At least 1/2 time but less than 3/4 time
0	At least 1/4 time but less than 1/2 time
0	Less than 1/4 time
3	**Total** state-certified library media specialists

1a. How many state-certified library media specialists work in this school's library media center?

Count a library media specialist as certified if he/she has met your state's regular or standard certification requirements in the library media speciality area. Include those who have completed all necessary course work and are eligible for full certification upon completion of a probation period.

011 0 ☐ None or

012	_____	Full-time
013	_____	At least 3/4 time but less than full-time
014	_____	At least 1/2 time but less than 3/4 time
015	_____	At least 1/4 time but less than 1/2 time
016	_____	Less than 1/4 time
017	_____	**Total** state-certified library media specialists

Section A **LIBRARY MEDIA CENTER STAFFING — Continued**

1b. How many professional staff members working in this school's library media center are NOT certified as library media specialists?

018 0 ☐ None or

019 ___ ___ Full-time

020 ___ ___ At least 3/4 time but less than full-time

021 ___ ___ At least 1/2 time but less than 3/4 time

022 ___ ___ At least 1/4 time but less than 1/2 time

023 _____ Less than 1/4 time

024 _____ **Total** professional staff not certified as library media specialists

c. How many other PAID employees work in this school's library media center?

Include paid clerical staff, library aides, etc.

Do not include unpaid volunteers.

025 0 ☐ None or

026 _____ Full-time

027 _____ At least 3/4 time but less than full-time

028 _____ At least 1/2 time but less than 3/4 time

029 _____ At least 1/4 time but less than 1/2 time

030 _____ Less than 1/4 time

031 _____ **Total** other paid LMC staff

2. How many of the library media center professional staff have earned the following degrees?

Count each staff member only ONCE. Report each person by their highest degree earned.

a. Associate degree

040 0 ☐ None or _____ Staff members

b. Bachelor's degree

041 0 ☐ None or _____ Staff members

c. Master's degree

042 0 ☐ None or _____ Staff members

d. Doctoral degree

043 0 ☐ None or _____ Staff members

Section A **LIBRARY MEDIA CENTER STAFFING — Continued**

NOTE — *Answer item 3* ***ONLY*** *if you reported one or more staff members in category c or d of item 2 on page 4.*

3. How many of the library media center professional staff who have a master's and/or doctoral degree have earned the following degrees?
Count each staff member only ONCE.

a. A master's degree in librarianship, educational media, or instructional design

044 0 ☐ None or _____ Staff members

b. A master's degree in a field OTHER THAN librarianship, educational media, or instructional design

045 0 ☐ None or _____ Staff members

c. A master's degree in a library-related field plus a second master's

046 0 ☐ None or _____ Staff members

4a. Do any unpaid volunteers provide services for the library media center?

047 1 ☐ Yes
2 ☐ No

Go to item 5, page 6

b. During the most recent week of school, what was the total number of regularly scheduled volunteers in the library media center who were —

(1) Adult volunteers?

048 0 ☐ None or _____ Adult volunteers

(2) Student volunteers?

049 0 ☐ None or _____ Student volunteers

Remarks

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Section B 1992–93 COLLECTION AND EXPENDITURES

5. Instructions

In this item, you are asked to report acquisitions, holdings and expenditures for library media center (LMC) materials during last school year (1992-93). *Report only materials for the LMC; do not include books, magazines, tapes, etc., acquired or held by individual teachers or classrooms.*

For each of the categories listed below —

a. In column (a) — Report the number ACQUIRED for this school's library media center last school year. For books, report the total number of volumes. For other materials (e.g., magazines, tapes, etc.), report the number of titles; do not report duplicates.

b. In column (b) — Report the number HELD at the end of last school year. Report total number of volumes for books; report number of titles for other materials.

c. In column (c) — Report the EXPENDITURES for these items during last school year. Include expenditures for purchase and rental. Include only locally budgeted expenditures; do not include federal gifts and grants. Report amounts in whole dollars.

Category	Acquired during 1992–93 school year (a)	Items held at end of 1992–93 school year (b)	Locally budgeted expenditures. *(Exclude federal gifts, grants.) Report expenditures for the 1992–93 school year.* (c)
(1) Books (number of volumes)	050	051	052 $ .00
(2) Current serial subscriptions, (print and microform)	053	054	055 $ .00
(3) Video materials (tape & disc)	056	057	058 $ .00
(4) Other audio-visual materials	059	060	061 $ .00
(5) Microcomputer software	062	063	064 $ .00
(6) CD-ROM Titles	065	066	067 $ .00

6. During the 1992–93 school year, what was the TOTAL expenditure for the types of materials listed above (in item 5) for this school's library media center?
Include all expenditures for these materials, regardless of the source of funds. This total might be greater than the sum of expenditures reported in column (c) of item 5.

068 0 ☐ None or $ _____ .00

7. Last school year (1992–93) —

a. What was the total expenditure for microcomputer hardware for this school's library media center?
Include expenditures for purchase, rental, and/or lease. Report the amount in whole dollars.

069 0 ☐ None or $ _____ .00

b. What was the total expenditure for other audio-visual equipment for this school's library media center?
Include expenditures for purchase, rental, and/or lease.

070 0 ☐ None or $ _____ .00

c. What was the total expenditure for on-line database searching and electronic communications for this school's library media center?
Include BRS, Dialog, etc.

071 0 ☐ None or $ _____ .00

Section B **1992-93 COLLECTION AND EXPENDITURES — Continued**

8. Overall, how well do the library media center's resources support the instructional program of the school for each of the following areas?	Currentness (1)	Quantity (2)
a. Reference	072 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	073 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
b. Science/Technology	074 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	075 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
c. Mathematics	076 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	077 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
d. Geography	078 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	079 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
e. History	080 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	081 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
f. Biography	082 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	083 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
g. Social sciences	084 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	085 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent

PLEASE CONTINUE WITH ITEM 8 ON THE NEXT PAGE.

Section B **1992–93 COLLECTION AND EXPENDITURES — Continued**

8. Continued

Overall, how well do the library media center's resources support the instructional program of the school for each of the following areas?

	Currentness (1)	Quantity (2)
h. Fiction	086 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	087 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
i. Picture books/Easy readers	088 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	089 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
j. Literature	090 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	091 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
k. Fine Arts	092 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	093 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
l. Foreign language/English for Speakers of Other Languages (ESOL)/English as a Second Language (ESL)	094 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	095 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
m. Vocational education/careers	096 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	097 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent
n. Health/guidance/parenting	098 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent	099 0 ☐ Not applicable 1 ☐ Poor 2 ☐ Adequate 3 ☐ Excellent

9. Rate the adequacy of the entire collection to meet the needs of multi-cultural education.

Mark (X) only one box.

100
- 1 ☐ Not applicable
- 2 ☐ Poor
- 3 ☐ Adequate
- 4 ☐ Excellent

10a. Do teachers at this school purchase books, audio-visual materials, or equipment with school funds for use in their classrooms?

101
- 1 ☐ Yes
- 2 ☐ No

Go to item 11a, page 10

b. Where are these items housed?

Mark (X) all that apply.

102 1 ☐ Classrooms

103 2 ☐ Departments/resource rooms

104 3 ☐ Other

c. Are all of these items catalogued and inventoried through the library media center?

105
- 1 ☐ Yes
- 2 ☐ No

Remarks

Section C TECHNOLOGY

11a. Does this SCHOOL have any microcomputers?

106 1 ☐ Yes
2 ☐ No

Go to item 12

b. How many microcomputers are UNDER THE SUPERVISION of the library media staff?

107 0 ☐ None or ___ ___ Microcomputers

12. Does this school's LIBRARY MEDIA CENTER have the following equipment or services —

a. Telephone?

108 1 ☐ Yes
2 ☐ No

b. Fax machine?

109 1 ☐ Yes
2 ☐ No

c. Computer with modem?

110 1 ☐ Yes
2 ☐ No

d. Automated catalog?

111 1 ☐ Yes
2 ☐ No

e. Automated circulation system?

112 1 ☐ Yes
2 ☐ No

f. Database searching with CD-ROM?

113 1 ☐ Yes
2 ☐ No

g. On-line database searching, such as BRS, Dialog, etc.?

114 1 ☐ Yes
2 ☐ No

h. Compact Disc — Read Only Memory (CD-ROM), for periodical indices, encyclopedias, etc.?

115 1 ☐ Yes
2 ☐ No

i. Video laser disc?

116 1 ☐ Yes
2 ☐ No

117 **j. Connection to internet?**

1 ☐ Yes
2 ☐ No

Section C **TECHNOLOGY — Continued**

13. Does this SCHOOL have the following equipment or services —

a. Cable television?

118 1 ☐ Yes
2 ☐ No

b. Broadcast television?

119 1 ☐ Yes
2 ☐ No

c. Closed circuit television?

120 1 ☐ Yes
2 ☐ No

d. Satellite dish?

121 1 ☐ Yes
2 ☐ No

14a. Does this school use prerecorded video tapes?

122 1 ☐ Yes
2 ☐ No

Go to item 15

b. How are the prerecorded video tapes acquired?

Mark (X) all that apply.

123 1 ☐ Loan
124 2 ☐ Rental
125 3 ☐ Purchase
126 4 ☐ None of the above

15. Does this school participate in distance learning? For example, are lessons taught via television, satellite, or computer network?

127 1 ☐ Yes
2 ☐ No

16a. Does this school have in-house television production facilities?

128 1 ☐ Yes
2 ☐ No

Go to item 17, page 12

b. Is TV production done under the supervision of the library media staff?

129 1 ☐ Yes
2 ☐ No

Section D LIBRARY MEDIA CENTER FACILITIES

17. How is this library media center organized?

Mark (X) only one box.

130 1 ☐ Centralized (one area in one building)

2 ☐ Decentralized (collections and services available in more than one location on a campus)

18. What is the total seating capacity of the library media center?

131 _____ Seats

19. Which of these types of spaces are available in the library media center?

Mark (X) all that apply.

132 1 ☐ Individual reading, viewing, and listening

133 2 ☐ Small group (5 persons or less) activity areas (viewing or listening)

134 3 ☐ Large group (more than 5 persons) activity areas (viewing or listening)

135 4 ☐ Production areas for classroom teachers

136 5 ☐ Production areas for students

137 6 ☐ Conference rooms

138 7 ☐ Computer access area or lab

139 8 ☐ Workroom for library media center staff

140 9 ☐ Storage (equipment, etc.)

141 0 ☐ None of the above

20. If a full class is working in the library media center, could other activities be accommodated concurrently (e.g., production activities, conferences, small group work, individual browsing)?

142 1 ☐ Yes
2 ☐ No

Remarks

Section E SCHEDULING AND TRANSACTIONS

21a. Which of the following best describes the type of scheduling for classes in the library media center?

Mark (X) only one box.

143
- 1 ☐ All classes regularly scheduled
- 2 ☐ Flexibly scheduled — classes, small groups, and individuals are scheduled for varying time periods appropriate to need → ***Go to item 23***
- 3 ☐ Some classes regularly scheduled, other classes flexibly scheduled → ***Go to item 22***

b. How frequent are the scheduled periods?

Mark (X) only one box.

144
- 1 ☐ Weekly
- 2 ☐ Once every two weeks
- 3 ☐ Monthly
- 4 ☐ Other

NOTE — *Answer item 22* ***ONLY*** *if you marked box 1 or 3 in item 21a.*

22. How are the classes scheduled in the library media center?

Mark (X) all that apply.

145 1 ☐ At the principal's discretion

146 2 ☐ At the library media center staff's discretion

147 3 ☐ Through collaboration between classroom teachers and the library media center staff

148 4 ☐ Other

23. Are students allowed to check out and return books only during scheduled periods?

149
- 1 ☐ Yes
- 2 ☐ No

24. During your most recent full week of school, how many times was this library media center used by the following kinds of school groups —

a. Large groups of 2 or more classes?

150 0 ☐ None or _____ Times per week

b. Classes?

151 0 ☐ None or _____ Times per week

c. Small groups (less than a full class)?

152 0 ☐ None or _____ Times per week

d. Special student groups, such as Head Start, language, minority, gifted, handicapped, etc.?

153 0 ☐ None or _____ Times per week

Section E SCHEDULING AND TRANSACTIONS — Continued

25. During your most recent full week of school, how many students used the library media center?

154 _____ Students per week

26. During your most recent full week of school, what was the total number of books and other materials checked out from the library?

155 _____ Total

27. For each of the types of materials listed below, what is the maximum number that a STUDENT may check out at a time?

a. Books

156
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

b. Reference materials

157
0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

c. Periodicals

158
0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

d. AV materials

159
0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

e. AV equipment

160
0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

f. Computer software

161
0 ☐ Do not have any in this library media center
1 ☐ May not borrow
2 ☐ 1–2
3 ☐ 3–5
4 ☐ 6 or more

Section E SCHEDULING AND TRANSACTIONS — Continued

28. Are the following persons allowed to check out materials?

a. Prekindergarten students?

162 1 ☐ Yes
2 ☐ No
0 ☐ No prekindergarten students at this school

b. Kindergarten students?

163 1 ☐ Yes
2 ☐ No
0 ☐ No kindergarten students at this school

c. Parents?

164 1 ☐ Yes
2 ☐ No

d. Other members of the community?

165 1 ☐ Yes
2 ☐ No

Section F RESPONDENT INFORMATION

29. Please give your name, title, telephone number, and the most convenient days/times to reach you. This information will be used only if it is necessary to clarify any of your responses.

Name		
Title		
Telephone	Area code	Number

Convenient days/times to reach you, if necessary	
Day	Time
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.

30. Not counting interruptions, how long did it take to complete this questionnaire?

166 _____ Hours

AND

167 _____ Minutes

THANK YOU FOR ASSISTING US IN THIS SURVEY. YOUR TIME AND EFFORT ARE APPRECIATED.

Please return this questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

(Please correct any error in name, address, and ZIP Code.)

OMB No. 1850-0655: Approval Expires 12/31/94

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **LS-2A**
(9-17-93)

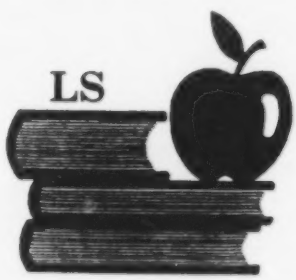
U.S. Department of Education
National Center for Education Statistics

PUBLIC SCHOOL LIBRARY MEDIA SPECIALIST/LIBRARIAN QUESTIONNAIRE (LMS)

LIBRARY SURVEY
1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census



This questionnaire is intended for the school employee who is responsible for this school's library media center, that is, the library media specialist or librarian.

For this survey, a library media center is defined as an organized collection of printed and/or audiovisual and/or computer resources which is (1) administered as a unit, (2) located in a designated place or places, and (3) makes resources and services available to students, teachers, and administrators. It may be called a library, media center, information center, learning resource center, or some other name.

If any of the following statements are true, mark (X) the appropriate box(es) and return the questionnaire to the Bureau of the Census in the enclosed envelope.

008 1 ☐ The school named on this questionnaire label is no longer in operation.
009 2 ☐ This school does not have a library media center.
010 3 ☐ This school does not have a library media specialist or librarian.

If you do not mark (X) any of the boxes above, please give this questionnaire (and the return envelope) to the staff member who is responsible for this school's library media center.

If you have any questions about this survey, call the Bureau of the Census at 1-800-221-1204.

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Librarians
American Library Association

Dear Library Media Specialist/Librarian:

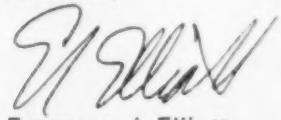
The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the library media specialist/librarian component of the 1993–94 Schools and Staffing Survey. Your school is one of 7676 public and private schools across the nation selected to be in the sample. This is the first federally sponsored questionnaire on the library media specialist profession. The survey is designed to provide a national picture of the library media specialist profession. The data will be used by legislators, policymakers, and researchers.

The U.S. Bureau of the Census is conducting the survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individuals participating in the survey cannot be identified.

The survey form was developed in consultation with the American Library Association (ALA) and the American Association of School Librarians (AASL). We are conducting this survey with just a sample of schools in order to minimize overall response burden. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East 10th Street, Jeffersonville, IN 47132-0001**. A preaddressed envelope is enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,



Emerson J. Elliott
Commissioner
National Center for Education Statistics

INFORMATION ABOUT RESPONDENT BURDEN

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0655, Washington, DC 20503.

INSTRUCTIONS

We suggest that you use a pencil to complete this questionnaire.

If you are unsure about how to answer a question, give the best answer you can and make a comment in a "Remarks" section. Please do not write any comments near the answer spaces.

If you have any questions, call the Bureau of the Census at 1–800–221–1204.

Please return your completed questionnaire to the Bureau of the Census in the enclosed postage-paid envelope. Please return it within 2 weeks.

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

SECTION A – CURRENT STATUS

1. In addition to your position as a library media specialist/librarian, do you have a classroom teaching assignment at THIS school?

011
- 1 ☐ Yes
- 2 ☐ No

2. How do you classify your MAIN assignment at THIS school (i.e., the activity at which you spend MOST of your time) this school year?

Mark (X) only one box.

012
- 1 ☐ Itinerant library media specialist/librarian (i.e., your assignment requires you to provide library media services at more than one school)
- 2 ☐ Regular full-time library media specialist/librarian at this school
- 3 ☐ Part-time library media specialist/librarian
- 4 ☐ Long-term substitute library media specialist/librarian (i.e., your assignment requires that you fill the role of a regular library media specialist/librarian on a long-term basis, but you are still considered a substitute)
- 5 ☐ Classroom teacher
- 6 ☐ Other professional staff (e.g., counselor, curriculum coordinator, administrator)
- 7 ☐ Unpaid parent volunteer
- 8 ☐ Library aide
- 9 ☐ Support staff (e.g., secretary, clerk, etc.)

IF YOU MARKED ANY OF BOXES 5–9, ABOVE, PLEASE STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

3. How much time do you work as a library media specialist/librarian at THIS SCHOOL?

Mark (X) only one box.

013
- 1 ☐ Full-time → ***Go to item 7, page 7***
- 2 ☐ 3/4 time or more, but less than full-time
- 3 ☐ 1/2 time or more, but less than 3/4 time
- 4 ☐ 1/4 time or more, but less than 1/2 time
- 5 ☐ Less than 1/4 time

Continue with item 4, page 6

110

SECTION A – CURRENT STATUS – Continued

4. At this school, who provides library services when you are not in the library?

Mark (X) all that apply.

014 1☐ Another library media specialist/librarian
015 2☐ Paid library aides
016 3☐ Volunteer(s)
017 4☐ Student(s)
018 5☐ Classroom teacher(s)
019 6☐ District personnel
020 7☐ Other – *Specify* _____
021 8☐ No services provided

5a. Do you have any other assignment at THIS school?

022 1☐ Yes
2☐ No

Go to item 6

b. Which of the following best describes your other assignment at this school?

Mark (X) only one box.

023 1☐ Administrator (e.g., principal, assistant principal, director, school head)
2☐ Classroom teacher
3☐ Other professional staff (e.g., department head, curriculum coordinator)
4☐ Counselor
5☐ Support staff (e.g., secretary, aide)
6☐ Other – *Specify* _____

c. Including your library and other assignment, are you a FULL-TIME EMPLOYEE at this school?

024 1☐ Yes → ***Go to item 7, page 7***
2☐ No

6. In addition to employment at this school, what is your OTHER main activity?

Mark (X) only one box.

025 1☐ District library media coordinator
2☐ Library media specialist/librarian at a second school
3☐ Library media specialist/librarian at three or more schools
4☐ Classroom teacher at another school
5☐ Working in an occupation outside the field of education
6☐ Student at a college or university
7☐ Caring for family members
8☐ Seeking work
9☐ Other – *Specify* _____

SECTION B – EXPERIENCE

7. In what year did you begin your first library media specialist/school librarian position (full-time or part-time) at the elementary or secondary level?

026 | 1 | 9 | | |

8. What was your MAIN activity the year before you became a library media specialist/school librarian?

Mark (X) only one box.

027
1 ☐ Student at a college or university
2 ☐ Classroom teacher
3 ☐ Public librarian
4 ☐ Academic librarian (college or university)
5 ☐ Working in another position in the field of education
6 ☐ Working in an occupation outside the field of education or library science
7 ☐ Caring for family members
8 ☐ Unemployed and seeking work
9 ☐ Other – *Specify* _____

9. Including this school year, at which of these school levels have you worked as a library media specialist/librarian, either full- or part-time for one year or more?

Mark (X) all that apply.

028 1 ☐ Prekindergarten
029 2 ☐ Elementary (including kindergarten)
030 3 ☐ Middle school or junior high
031 4 ☐ Senior high
032 5 ☐ Postsecondary

10a. Have you ever worked as a library media specialist/librarian in a PRIVATE elementary or secondary school?

033
1 ☐ Yes
2 ☐ No

Go to item 11

b. How many years did you work as a library media specialist/librarian in private elementary or secondary schools?

Include both part-time and full-time employment. Record whole years, not fractions or months.

034 _____ Years

11. Including this year, how many years have you worked as a library media specialist/librarian in public elementary or secondary schools?

Include both part-time and full-time employment. Record whole years, not fractions or months.

035 _____ Years

SECTION C – TRAINING

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 12, 13, AND 14

EDUCATION

General education
- **01** Pre-elementary/early childhood education
- **03** Elementary education
- **04** Secondary education

Subject area education
- **07** Agricultural education
- **11** Art education
- **13** Bilingual education
- **15** Business, commerce, and distributive education
- **89** Cross-cultural education
- **22** English education
- **23** English as a second language
- **24** Foreign languages education
- **29** Home economics education
- **88** Indian education (Native American)
- **30** Industrial arts, vocational and technical, trade and industry education
- **34** Mathematics education
- **38** Music education
- **40** Physical education/health education
- **43** Reading education
- **45** Religious education
- **46** Science education
- **48** Social studies/social sciences education

Special education
- **67** Special education, general
- **68** Emotionally disturbed
- **69** Mentally retarded
- **70** Speech/language impaired
- **71** Deaf and hard-of-hearing
- **72** Visually handicapped
- **73** Orthopedically impaired
- **74** Mildly handicapped
- **75** Severely handicapped
- **76** Specific learning disabilities
- **77** Other special education

Other education
- **78** Curriculum and instruction
- **79** Educational administration
- **80** Educational psychology
- **81** Counseling and guidance
- **82** Other education

Library studies
- **92** Educational media
- **90** Instructional design
- **91** Instructional technology
- **32** Library science

GENERAL

- **06** Agriculture and natural resources
- **86** American Indian studies (Native American)
- **87** Other area and ethnic studies
- **08** Architecture and environmental design
- **10** Art, fine and applied
- **14** Business and management
- **16** Communications and journalism
- **17** Computer and information sciences
- **19** Drama, theater
- **20** Engineering
- **21** English (literature, letters, speech, classics)
- **25** General studies
- **27** Health professions and occupations
- **28** Home economics
- **85** Humanities
- **31** Law
- **33** Mathematics
- **35** Military science
- **36** Multi/interdisciplinary studies
- **37** Music
- **39** Philosophy
- **41** Psychology
- **42** Public affairs and services
- **44** Religion, theology

Foreign languages
- **51** French
- **52** German
- **53** Latin
- **54** Russian
- **55** Spanish
- **56** Other foreign languages

Natural sciences
- **57** Biology/life science
- **58** Chemistry
- **59** Geology/earth science
- **60** Physics
- **61** Other natural sciences

Social sciences
- **62** Economics
- **63** History
- **64** Political science and government
- **65** Sociology
- **66** Other social sciences

84 Other

12. Do you have a bachelor's degree?

036 ☐ 1 Yes
☐ 2 No

Go to item 13a, page 9

b. What was your major field of study?

Record the name of the field and the two-digit code from the list above.

037 ☐☐ _____
Code Major field

c. In what year did you receive your bachelor's degree?

038 1 9 ☐☐

d. Did you have a second major or a minor field of study?

039 ☐ 1 Yes
☐ 2 No

Go to item 13a, page 9

e. What was your second major or your minor field of study?

Record the name of the field and the two-digit code from the list above.

040 ☐☐ _____
Code Second major or minor field

SECTION C – TRAINING – Continued

13a. Do you have a master's degree?

041 1 ☐ Yes
2 ☐ No

Go to item 14a

b. Is it:

Mark (X) only one box.

042 1 ☐ **Master of Library Science (MLS) from an American Library Association (ALA) accredited program?**

2 ☐ **Other Master of Library Science (MLS)?**

3 ☐ **Other master's degree?**
Record the field name and the two-digit code from the list on page 8.

043 Code _____ Major field

c. In what year did you receive your master's degree?

044 1 9 _ _

14a. Do you have any other type of degree?

045 1 ☐ Yes
2 ☐ No

Go to item 15a, page 10

b. What other degree(s) have you earned? *Mark (X) all that apply below.*	c. What was your major field of study for each degree? *Enter the appropriate field name and the two-digit code from the list on page 8.*	d. In what year did you receive each degree?
046 1 ☐ Associate degree	047 Code _____ Major field	048 1 9 _ _
049 1 ☐ Education specialist or professional diploma (at least one year beyond Master's level)	050 Code _____ Major field	051 1 9 _ _
052 1 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	053 Code _____ Major field	054 1 9 _ _

SECTION C – TRAINING – Continued

15a. Have you had any library-related in-service or college courses during the past five school years, that is, in 1989–1994?

055 1 ☐ Yes
2 ☐ No

Go to item 16, page 11

b. In which of the following areas have you had some form of instruction within the last FIVE years?

Mark (X) all that apply.

056 1 ☐ Media use
057 2 ☐ Instructional design
058 3 ☐ Information skills
059 4 ☐ TV production
060 5 ☐ Leadership training
061 6 ☐ Collection development
062 7 ☐ Children's literature
063 8 ☐ Young adult literature
064 9 ☐ Computer use
065 10 ☐ Library media center automation
066 11 ☐ On-line database searching
067 12 ☐ Anglo-American Cataloging Rules II (AACRII) cataloging
068 13 ☐ Audio-visual production
069 14 ☐ Compact disc-read only memory (CD-ROM) technology
070 15 ☐ Curriculum design
071 16 ☐ Management

c. What was your MAJOR purpose for taking this training?

Mark (X) only one box.

072 1 ☐ To fulfull initial library media certification requirements
2 ☐ To maintain certification
3 ☐ To meet re-certification requirements
4 ☐ For personal improvement
5 ☐ For increased salary benefits
6 ☐ For additional degree
7 ☐ Other

SECTION C – TRAINING – Continued

16a. Are you a member of any of these professional organizations?

Mark (X) all that apply.

073 1 ☐ American Association of School Librarians

074 2 ☐ Other division(s) of the American Library Association

075 3 ☐ Association for Educational Communications and Technology

076 4 ☐ Other national or international library or information association

077 5 ☐ American Federation of Teachers or National Education Association

078 6 ☐ Association in a curriculum area

079 7 ☐ State/local library and/or media association

080 0 ☐ None of the above

b. Have you ever participated in workshops, seminars, or conferences sponsored by any of these organizations?

081 1 ☐ Yes
2 ☐ No

Go to item 17a

c. How often?

Mark (X) only one box.

082 1 ☐ Less than once per year

2 ☐ Once or twice per year

3 ☐ Three or more times per year

17a. Are you certified as a library media specialist by this state?

083 1 ☐ Yes
2 ☐ No

Go to item 18a, page 12

b. What type of certification do you hold in the library media specialist area?

Mark (X) only one box.

084 1 ☐ Regular or standard state certification

2 ☐ Probationary certification (the initial certificate issued when all requirements other than completion of a probationary period have been met)

3 ☐ Temporary, provisional, or emergency certification (requires additional course work before regular certification can be obtained)

c. In what year were you certified as a library media specialist by this state?

085

1	9		

SECTION D – COLLABORATIVE ACTIVITIES

18a. Do you ever work with this school's classroom teachers to plan units of instruction?

086 1 ☐ Yes
2 ☐ No

Go to item 19

b. How frequently do you work with classroom teachers in each of the following subject areas?

Mark (X) one box on each line.

		Weekly	Monthly	Annually	Never	Not applicable
(1) Reading	087	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Social studies	088	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Science	089	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Math	090	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Foreign language	091	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Arts and Humanities	092	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) Health/Physical Education	093	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(8) Vocational/Technical Education	094	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(9) Guidance	095	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(10) English/Language arts	096	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

19. Are you REGULARLY assigned any of these duties during the school day?

Mark (X) all that apply.

097 1 ☐ Bus duty
098 2 ☐ Cafeteria duty
099 3 ☐ Playground duty
100 4 ☐ Hall duty
101 5 ☐ Study hall
102 6 ☐ Classroom teaching
103 7 ☐ After school detention duty
104 8 ☐ In-school suspension duty
105 0 ☐ None of the above

20. For your most recent full school week, what is your BEST ESTIMATE of the number of hours you spent on job-related activities outside of the contractual day?

106 0 ☐ None or _____ Hours

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21a. The principal lets staff members know what is expected of them.

107
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

b. The school administration's behavior toward the library media center staff is supportive and encouraging.

108
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

c. I receive a great deal of support from parents for the work I do.

109
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

d. The principal does a poor job of getting resources for this school.

110
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

e. My principal enforces school rules for student conduct and backs me up when I need it.

111
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

f. The principal talks with me frequently about the library media program.

112
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

g. Most of my colleagues in this school share my beliefs and values about what the central mission of the library media program should be.

113
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

h. The principal knows what kind of school he/she wants and has communicated it to the staff.

114
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21i. There is a great deal of cooperative effort among staff members in this school.

115
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

j. In this school, staff members are recognized for a job well done.

116
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

k. I make a conscious effort to integrate the resources and services of the library media program into courses taught by classroom teachers.

117
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

l. I encourage communication between teachers and public library staff.

118
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

m. Goals and priorities for the school are clear.

119
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

n. I usually look forward to each working day at this school.

120
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

o. This school's administration knows the problems faced by the library media staff.

121
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

p. The attitudes and habits students bring to the library media center greatly enhance their chances for academic success.

122
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21q. Many of the students I teach are not capable of learning the material I am supposed to teach them.

123
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

r. My job is more difficult than that of others in this school.

124
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

s. For me, my job has more advantages than disadvantages.

125
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

t. If I had the chance to exchange my job as a library media specialist/librarian for another kind of job, I would.

126
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

u. I plan with teachers for the integration of library media services into the curriculum.

127
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

v. I collaborate with public library staff to develop appropriate public library services for students and teachers.

128
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

w. My role as a library media specialist/librarian is well understood by the faculty in this school.

129
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

x. The library media center is a cultural center (e.g., artwork and student projects are displayed; multi-cultural activities take place).

130
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

130

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

21y. The library media center should always be a quiet place.

131
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

z. Students believe that the library media center is a desirable place to be.

132
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

Remarks

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

22. For each of the following aspects of your position, indicate whether you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied.

a. Job security

133
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

b. Pension and benefits

134
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

c. Autonomy in the management of the library media center

135
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

d. Work load

136
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

e. In-service training

137
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

f. Value of the library media specialist/librarian profession for the welfare of society

138
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Strongly dissatisfied

g. Overall school management

139
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Very dissatisfied

h. Esteem of society for the library media specialist/school librarian profession

140
1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Somewhat dissatisfied
4 ☐ Very dissatisfied

SECTION E – PERCEPTIONS AND ATTITUDES TOWARD WORK – Continued

23a. How long do you plan to remain working as a library media specialist/school librarian?

Mark (X) only one box.

141

1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement

Continue with b

3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave as soon as I can
5 ☐ Undecided at this time

Go to item 24, page 19

b. In how many years do you plan to retire?

Record "0" if you plan to retire in 6 months or less.

142 _____ Years

Remarks

All information collected in this survey, including the items below, will be treated as confidential and will be reported only in statistical summaries. INDIVIDUALS WILL NOT BE IDENTIFIED.

24. Do you have the same opportunities as classroom teachers in this school to participate in pay incentive and recognition programs?

143 1☐Yes
2☐No

25. During this school year (1993–94), are you paid for working days beyond your regular teaching contract?

144 1☐Yes
2☐No

26. The following questions refer to your before-tax earnings from the summer of 1993 through the end of the 1993–94 school year.

Report your earnings in whole dollars, not dollars and cents.

a. DURING THE SUMMER OF 1993, did you have any earnings from –

(1) Working as a library media specialist/librarian in this or any other school?

145 1☐Yes – **How much?** → 146 $ _____ .00
2☐No

(2) Teaching summer school in this or any other school?

147 1☐Yes – **How much?** → 148 $ _____ .00
2☐No

(3) Working at some other job in a school (e.g., secretary, day care aide)?

149 1☐Yes – **How much?** → 150 $ _____ .00
2☐No

(4) Working as a librarian in a public library?

151 1☐Yes – **How much?** → 152 $ _____ .00
2☐No

(5) Working in any other NONSCHOOL job?

153 1☐Yes – **How much?** → 154 $ _____ .00
2☐No

SECTION F – COMPENSATION – Continued

26. The following questions refer to your before-tax earnings from the summer of 1993 through the end of the 1993–94 school year.

b. DURING THE CURRENT SCHOOL YEAR –

(1) What is your academic year base salary for working in this school system?

155 $ _____ .00 Per year

(2) Do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or evening classes?

156 1☐Yes – **How much?** → 157 $ _____ .00
2☐No

(3) Do you, or will you, receive pay for working in any job outside this school system?

158 1☐Yes – **How much?** → 159 $ _____ .00
2☐No → ***Go to 26b(5)***

(4) Which of the following best describes this job outside this school system?

Mark (X) only one box.

160 1☐Libranan in a public library
2☐Teaching or tutoring
3☐Nonteaching, but education related
4☐Not related to education

(5) Have you earned income from any OTHER sources this year, such as a merit pay bonus or a state pay supplement?

Do not report any earnings already reported above.

161 1☐Yes – **How much?** → 162 $ _____ .00
2☐No

c. What will be your total EARNED income from all sources from the summer of 1993 through the end of this school year?

Your answer should equal the sum of your answers to items 26a(1)–b(5).

163 $ _____ .00 Per year

SECTION F – COMPENSATION – Continued

27. Which of these benefits do you receive, in whole or in part, from this district, in addition to your salary?

Mark (X) all that apply.

165 1☐ General medical insurance

166 2☐ Dental insurance

167 3☐ Group life insurance

168 4☐ Pension contributions

169 5☐ Housing or housing expenses

170 6☐ Meals (including free or reduced-price lunch)

171 7☐ Car/transportation expenses

172 8☐ Reimbursement for tuition and course fees

174 10☐ Child care

175 0☐ None of the above

28. Which of these categories represents the total combined income of all FAMILY members (including yourself) age 14 and older in your household during 1993? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household.

Mark (X) only one box.

176 1☐ Less than $ 10,000

2☐ $ 10,000 – $ 14,999

3☐ $ 15,000 – $ 19,999

4☐ $ 20,000 – $ 24,999

5☐ $ 25,000 – $ 29,999

6☐ $ 30,000 – $ 34,999

7☐ $ 35,000 – $ 39,999

8☐ $ 40,000 – $ 49,999

9☐ $ 50,000 – $ 59,999

10☐ $ 60,000 – $ 74,999

11☐ $ 75,000 – $ 99,999

12☐ $100,000 or more

SECTION G – BACKGROUND INFORMATION

29. Are you male or female?

177 1☐Male
2☐Female

30. What is your race?

Mark (X) only one box.

178 1☐American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)
2☐Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, Other Asian)
3☐Black
4☐White

31. Are you of Hispanic origin?

179 1☐Yes
2☐No

32. What is your year of birth?

180 | 1 | 9 | | |

33. What is your current marital status?

181 1☐Married
2☐Widowed, divorced, or separated
3☐Never married

34. How many children do you have who are dependent on you (and your spouse, if applicable) for more than half of their financial support?

182 0☐None → ***Go to Item 36***

OR

183 _____ Number of children supported

35. What was the age of your youngest child on his/her last birthday?

If child is less than one year, please enter "0."

184 _____ Age of youngest child

36. Do you have persons, other than your spouse or children, who are dependent on you for more than half of their financial support?

185 1☐Yes – **How many persons?** → 186 _____
2☐No

SECTION H – RESPONDENT INFORMATION

37. Please give your name, title, telephone number, and the most convenient days and times to reach you. This information will be used only if it is necessary to clarify any of your responses.

Name		
Title		
Telephone	Area code	Number

Convenient days/times to reach you, if necessary	
Day	Time
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.
	☐ a.m. ☐ p.m.

38. Not counting interruptions, how long did it take to complete this questionnaire?

187 _____ Minutes

THANK YOU FOR ASSISTING US IN THIS SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

Please return this questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

(Please correct any error in name, address, and ZIP Code.)

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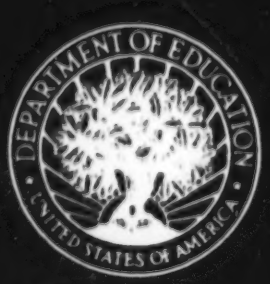

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